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# THE SCHOOL JOURNAL

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## American Education and American Prosperity.

By THOMAS BARCLAY, late President of the Paris Chamber of Commerce, and  
one of the members of the Mosely Educational Commission.\*

There is no problem of commercial education, in the sense in which we understand it, in a country where practically everybody will probably enter a career of commerce or industry. Nor is there any such thing known in the United States as fixing a child's future in its tender years. The American social idea is to give the child all the education he or she can use. The boy who feels his fitness for any particular career is provided with the means of obtaining the training for it, and is not in any way dependent for obtaining it upon his parents' means. The British mind must at once disabuse itself of the idea that Harvard and Yale are educational centers for the seventy or eighty millions forming the population of the United States. They are only two universities which have more or less resisted the democratic tendencies of the New World. Every state of the Union has its own universities and colleges, and is working out its own problems, the foremost of which is to bring every branch of education within the reach of everyone without distinction of fortune. So much is this felt to be an essential factor in the prosperity of the country that its richer citizens are not only expected to give, but do willingly give a large proportion of their millions to promote this object.

Out of these facilities for obtaining higher education has grown the only real American problem in connection with commercial education: the problem of what is the proper age for a young man to enter business, and of whether a college education—that is, an education which absorbs a young man's life from eighteen or nineteen to twenty-one or twenty-two years of age—is a desirable addition to the mental and moral equipment fitted for a commercial career, or whether secondary education suffices.

I have had rather exceptional opportunities during my four months' stay in the United States of ascertaining the opinions of Americans generally on educational questions—I mean of Americans not delegated specially to give enlightenment—and I have made a point of knowing the views of as many business men as possible in regard to education. I may say at once that the idea of specializing for business purposes at school is not current among business men. The only business education that the American business man, so far as I have been able to ascertain, approves of is that given in so-called business colleges—special training schools in which lads, having received a high school or secondary education, are rapidly taught a number of matters of routine and conventional knowledge which dispense with the loss of time caused by "rawness" in the apprentice. I venture to say that anything so perfect as Packard's college, in New York, which has no pretence to do more than this, does not exist elsewhere. All are agreed that high school or secondary education should be made as practical as possible. There are several secondary schools which are called commercial high schools. Their programs are simply those of the ordinary high schools

with a little specialization in some branches for the requirements of business. The differences might be adopted by all secondary schools with advantage in a practical age like our own.

The question of whether a college career is desirable in addition to the secondary education which every American citizen considers indispensable is one upon which there is divided opinion. Assuming that a boy gets a good mental discipline by eighteen years of age, most business men, however, seem to think that a college education, with its necessarily more or less relaxed personal discipline and its more or less speculative studies, directs into unpropitious currents the most adaptable years of a young man's life, and that a boy of eighteen entering business can more rapidly and efficiently adapt himself to its requirements than, as an American said to me, the "top-heavy" young college men of twenty-two. On the other hand, in actual practice most rich business men send their sons to college. This is, of course, explained by the social advantages a college education procures for a young man outside his business, and in many cases it provides what the self-made father may have personally felt the want of. This question, however, has not much practical interest for Englishmen, who will mostly agree to the proposition that three years spent at Oxford or Cambridge do not fit a young man for a commercial career, except that it opens up a lateral question affecting all educational comparisons, viz., the age at which young men of different nationalities reach the same intellectual footing. Here I have had the benefit of the experience of Professor Münsterberg, of Harvard university, who contends that the young American is two years behind the young German, the latter leaving school at nineteen on the same mental level as the young American at twenty-one. My own experience is that this is the case as between the young Scotsman and the young Englishman, the former also being about two years ahead of the latter. I have accounted to some extent for the difference in the case of Americans. The explanation of the backwardness of young Englishmen is, no doubt, due to the bad methods of instruction in English schools, and especially to the excessive attention bestowed in them to sport.

A number of American educationalists are endeavoring to strengthen the mental discipline of secondary education with a view to enable the American, like the German and Scotch boy, to begin his bread-earning work or studies, whatever they may be, at eighteen. I commend this to my fellow countrymen, and would suggest that the objects of teaching Latin as training for the imagination, of Greek as an enlargement of the mental vision, of mathematics as promoting concentrated reasoning, of grammar and literature as a discipline in accuracy and precision, are lost sight of in our higher secondary education, which has set itself altogether wrong ideals thru a mistaken view of examinations.

When we get closer to Americans, we see that, in spite of all their apparent superficiality, their schools

\*This remarkable article is one of the recently published Reports of the Mosely Educational Commission.

are turning out more active, business-like, hard-working, enterprising young men than either the English or the German schools—young men with greater ambition and self-reliance, and a greater capacity for development, equally courageous in work, and more sober in their lives, with a higher sense of industrial integrity, an all-round greater pleasure in effort, and better humor in adversity.

That this higher social tone in America is among the causes of American prosperity must be taken for granted. But there are other causes for it. There is:—

1. The immense field presented by an under-peopled country for enterprise.

2. The great natural resources and variety of climates, which make it possible to produce on American soil practically everything its population wants.

3. The enormous immigration into the country of men who have had the necessary pluck and independence to leave their own country and settle in a new one, men who are increasing the fitness of the population generally for the struggle for life.

4. To some extent the constant increase in demand for every kind of product due to these very immigrants, who represent a certain increase of purchasing power from the fact that everybody coming into the country must have some means of temporary subsistence.

Lastly, there is the variety of the immigrant stocks. All nations have some good characteristics, and America has the pick of them. In the Eastern cities and Chicago, whence my information is derived, all agree in placing foremost among them the Scotch. Their education, perseverance, attention to detail, and all-round capacity for grappling with difficulties that require care and forethought have made them unrivaled where these qualities are sought after. America does not produce quite a similar kind of man. The German, with his wide, accurate knowledge, tenacity, and industry, is also almost a unique product which America does not seem to turn out. In the same category must be placed the Scandinavian. Ireland sends over the dominating race, which, with its genius for managing men, shows the uniqueness of its power by practically governing a large part of the country.

All these races, it is true, become American in the second generation, and, in the course of a few decades, it is almost impossible to distinguish the one from the other. Even the names often become merged in English or English-looking names, such as Nilsson in Nelson, Rosenfeld in Rosenfield, and so on. The product of the amalgamation is the ingenious, hard-working, good-humored, adaptable being who fits himself into any situation that presents itself, which the American is, but the immigration goes on as ever, filling up the vacancies, from the old sources.

The same heterogeneous elements, which have worked themselves into one of the strongest homogeneous types of the world in England, are growing together and making an American type. The energy and enterprise of the immigrant, and his good health which goes with and more or less accounts for them, are seen in the tall muscular frames and massive heads of the men and the erect, handsome, and alert figures of the women. If there is any truth in atavism, the new American type will be a combination of the best that Europe can supply. The dominant feature in it is the Irish, with its enormous vitality, its healthy good humor and buoyancy, and its ingenuity and resourcefulness. It prevails down to the facial expression.

What was done in England by isolation from the parent stocks, which forced on inter-marriage, is being done in the United States by statecraft—by this education which every politician and every patriot looks upon as the smelting process by which the new people can be made homogeneous on lines of democratic independence and manly freedom, and which gives all in common that English language which is associated with the races in whose veins such ideas run with their life-blood.

American education, however, has set itself another ideal—the highest any free nation can set itself—that of saving itself from the pauperizing curse of public charity. In Great Britain we have not always understood Mr. Andrew Carnegie's rule of insisting that whoever asks for help shall also help himself. This salutary rule is not only Mr. Carnegie's. It is American. It is directly aimed against the growth of pauperism and the maudlin public charity which engenders it. The democratizing of every kind of education by placing it within everybody's reach free of cost, it is hoped by Americans, will promote adaptability, the absence of which in Great Britain is probably one of the causes of a pauperism which has no parallel in any other country. This *adaptability* is the second great object of American educational policy. The visitor has only to ask every other native-born American to tell him his history, to see how admirably it works in practice.

I hope I have not in any way produced an impression that I am holding up America as a paradise in all respects. Nearly everything there, political, industrial, and educational, is in an experimental condition, and many mistakes have been made. Thus, an apparently mistaken and in any case uncompromising attitude on the part of the trade unions has probably been at the root of the remarkable progress in labor-saving machinery which strikes every European. That necessity promotes invention has been proved by an extraordinary activity in the devising of such machinery. It seems to me that the future of the American working classes lies in a clearer understanding of the fact that there is a point at which it becomes profitable to pay royalties and acquire patent rights and break up existing machinery rather than accept the terms of labor; that, in fact, labor is a commodity, subject to the general laws governing the development of new methods.

Again, defective political institutions make it difficult to grapple with the situations arising out of the concentration of overwhelming industrial power in few hands. This financial and industrial dictatorship strikes the European as strangely out of harmony with the political and social ideals of modern democracy, otherwise so consistently pursued on the other side of the Atlantic.

It is, nevertheless, certain that public spirit in America is everywhere on a higher democratic plane than in Great Britain, and, whatever the mistakes, the widespread nature of the effort to improve everything can only excite the warmest admiration of Europeans.

The fact most suggestive for everybody who visits the United States is the extraordinary interest the whole population, from highest to lowest, and richest to poorest, takes in education, not on the question of who is to be the governing body of the school or of who is to collect the money to be applied for its upkeep or what the particular denominational views on church government of the teachers may be, but on the question of how to turn out the most capable and adaptable young men and women, and how to train the best teachers for this purpose. Everybody among the adult population of the country, born within it, is a politician, and the chief point in his political creed, whether he belongs to the one party or the other, is to obtain for the people the very best education which it is possible to procure. The sense of proportion which at one time was characteristic of the British people seems, in some mysterious way, to have migrated to the other side of the Atlantic. It is remarkable, on returning to this country, to observe that we seem to be doing nothing for its own sake and, least of all, in education.

Another point which strikes the British visitor to the United States, in connection with education, is the constant preoccupation of the American educationalist as to certain objects which are not usually considered in this country to be essential to education. Thus, every American teacher, primary as well as secondary, endeavors to infuse a current of good humor, of joy of life, into his or her pupils,—a joy of life which never forsakes

them. This accounts for the bright, smiling faces one encounters everywhere amongst American children and native-born Americans. The American teacher especially never loses sight of the greatest object of all child-training, preparation for adult life, the development to its fullest possible extent of the child's moral and physical capacities. Just as the children are taught to hold themselves erect and get their full size out of what nature has given them, so it is with their moral qualities. The influence of the teacher, moreover, extends to the homes of the children, and parent and teacher are in league to give the child every possibility of development. It would be absurd, of course, to say that this high tone is to be found everywhere throughout the United States, but it is the growing tendency everywhere. The acquisition of knowledge is becoming of less and less importance as compared with the development of character, health, and adaptability, and with the making of the handy man and handy woman who can turn themselves to anything. To train them to keep out of want is the end to which the teacher steadily applies himself, and educational subjects are selected and time is given to them in proportion to their value for this purpose.

In Great Britain progress in the same direction is noticeable in many of our educational centers, especially in Scotland. Of European countries, Germany, with her primary schools and her democratic university teaching, is at present running almost step for step with America. It is not without significance that these countries are the two which are supposed to be beating us in the commercial race.



## Art in the Home.

By DR. JAMES P. HANEY, New York City.

("Art in the Home" was the subject for discussion at the meeting of the Round Table at Teachers College on Thursday evening, April 28. Some hundred and fifty of the members of the society were present. Prof. George Kirschwey presided. The meeting was addressed by several speakers including Mr. Henry T. Bailey, of Boston; Prof. Alfred V. Churchill, of Teachers College, and Dr. James P. Haney, director of the manual arts in the public schools in New York city. A summary of Dr. Haney's address follows.)

The art in this question of "Art in the Home" is a broad and catholic art—but the home referred to is a specific home—an American home. As a people, we have divers characteristics, one of which is aptly illustrated by some statistics recently gathered by a student of children. He found that English boys of the lower, and lower middle classes all looked on life with a very modest gaze. Their hopes soared no higher than a clerkship or a trade, but the American boy never so limited his future. To the latter the presidency was often the chosen goal,—while judge and senatorships and bank presidencies formed possible options. The best was none too good.

In this phase of our national characteristics we may see a weakness and a strength. Our strength in our cheerful optimism and our high ideals, our weakness in our readiness to choose for ourselves niches for which nature has not always prepared us. This desire for the best appears in many forms. It may be seen in our life and our play, in our art. But while in fancy we make ourselves as rich as the richest—in fact we too often but secure cheap duplicates of their possessions. The fashions of the rich are so only until the shoddy counterfeits appear in the shop windows. Our stores abound in shams, sham carving, sham jewelry, sham fabrics. The best, we say, is none too good for us, but when we cannot buy the best, we accept an imitation.

Yet when we come to think of it, the man moderately well off has a difficult task in his self-elected duty to emulate his wealthy, unhappy neighbor, who lives in a

house with Louis XIV. room, with an Old Adams room, a Sheraton room, a Colonial hall, and a Persian "den." What a problem for his poorer brother to duplicate this sumptuousness in a six-room flat. Yet in many a flat we find the effort made. Small wonder that the result is not an artistic success.

The basis of what artistic shortcoming is ours thus arises in no small measure from our love of show and our democratic desire to stand on a level with our wealthier neighbors—to have the kind of things they have. Art requires imagination. As a people we've been accused of lacking imagination. The difficulty is that we do not get time to cultivate our souls. We live too strenuous a life. One may have a church and state militant, but art requires a quieter atmosphere. Art may take root in the home which abides, but will scarcely stand the repeated strain of the transplantings which go with our May emigrations from one apartment house to another.

To our love of display we make many sacrifices. We give up light and air—space in our apartments that we may have a doorway with marble columns and fluted brass work. Our desire for rich looking things we gratify by filling our rooms with gaudy trifles—making them in the painter's term "busy"—spotted with little jumping masses of color—unquiet and eye-tiring.

Yet when one suggests that the "whatnot" be sacked, that the groaning mantel shelf be looted and that walls and tables be despoiled of their many trifling mendicants begging attention, one plunges the hand in the heart strings of the owner of these treasures. The mere suggestion of such desecration dulls the edge of friendship, for who is there that does not value the artistry of things he has himself gathered, who does not respect the artistic canons he has himself erected.

Practically all art in the home is to be expressed in terms of design. Design means simply good relationships. All of our surroundings are designed. To understand and to be able to appreciate or properly order such surroundings we should know something of design. ("Simplicity" and "keeping"—the twin gods of artistic righteousness.) The public schools have heavy responsibility here—the design taught in them should be "for use."

Is it not rather a question of taste? someone will ask. Yes, surely, but taste is only knowledge of beautiful relationships. With a few it is instinctive—with many it is the result of study and comparison. Taste is artistic judgment gotten thru repeated discrimination. Art in the home is not dependent on any peculiar furniture, any particular color of wall, choice of hangings, or disposition of pictures. It is dependent on good relations—is a question of the application of the laws of design, of good spacing and placing—of fitness to purpose.

No plea is made for sad colors and dull harmonies. One only pleads that in the home the eye be not bewildered by kaleidoscopic combinations. That the fine things one owns be given a fair show to exhibit their beauty. Every part of the house will reward care of this kind bestowed upon it. In the well ordered home the laws of design, of fitness to purpose, will be seen at work everywhere. The rooms will be quiet. There'll be no overdecoration, but a cheerful restfulness of empty spaces. There'll be no metallic wall papers—no papers with cabbage roses or spider work patterns. The wood work will not imitate in stain and graining a costlier trim, the hangings will be few, there'll be no windows choked with draperies.

It is to be remembered that the cost of art in the home is not to be reckoned in money. Fine things, to be sure, are worth having. Indeed, it is well worth while to refrain from spending money on some passing gaiety if one may with such money buy a really good thing—a good print, a fine rug, a bit of solid and appropriate furniture—anything, indeed, worth living with. But taste after all is the price to be paid for art in the home. Such taste I believe can be taught. I believe

that we can learn to see with eyes of the painters, that we can learn to look at the beauty of the spring as Ochtman sees it; that we can know the glory of a summer as Inness knew it; that we can appreciate the subtle harmonies of late autumn as Tryon senses them.

Let those of us to whom this sight is not given, labor to secure it as a thing which gained makes life better worth the living. Once gotten, one cannot be robbed of the power of appreciation for things strong and fine, for things delicate and subtle in nature and in art. The knowledge gained, it is with us as a constant charm and solace, always ours to use as best we may in making our surroundings finer and better, in the truest sense more homelike.

### The Truant and His Treatment.

As the conception of educational work broadens the question of truancy and the treatment of wayward boys is coming to receive more enlightened attention. In a few cities special schools have been established for these boys who are now coming to be regarded as unfortunate rather than utterly hopeless. A few cities have instituted the parental school, where much has been done for the improvement of these lads. But even in these institutions there is much to be desired. The parental system has been commonly on the "barrack" plan, which tends to make an automaton rather than an intelligent human being. Manual training has reduced this tendency, but the only hope for permanent success in this line of educational work seems to lie in the cottage system of parental instruction.

The recent annual report of Supt. T. H. MacQueary, of the Chicago Parental school, presents a more scientific study of the truant and his treatment than has previously appeared in the literature on the subject.

The treatment of the mental characteristics of the pupils usually found in such schools is a valuable addition to the data of child study. On this point the report reads:

"In order to educate any class of children the first essential is a careful and scientific study of their mental characteristics and physical defects. Then, but not till then, can effective methods of training be adopted. Our teachers, therefore, are required to carefully study from day to day the mental characteristics of their pupils and to tabulate their observations under certain heads.

By "mental characteristics" we mean "mental powers," that is, what the child is naturally capable of doing, and this, too, under favorable conditions. If we were to take an inventory of the mental powers of our boys when they first enter the Parental school we might conclude that most, if not all of them, were far below parentally, but we study them during their entire stay at the school, and then, looking back over their work, we "size them up" and ask, "Is the natural mental capacity of these boys equal or inferior to that of other boys?" What sort of memories have they? Good, fair, or poor? What sort of reasoners are they? Are they persistent? Do they stick to their work? Have they "strong wills" or weak? Are they lacking in self-control to a greater degree than other boys? Are they attentive or inattentive, alert or sluggish, under ordinary stimuli? Are they abnormally excitable and high-tempered or not? Are they lacking in the aesthetic sense or the ethical sense? etc., etc.

The mental capacity of about one-third of the Parental school boys is rated as "good," normal, or above par; about fifty per cent. are "fair" and the rest are "poor" or inferior in mental power. About forty per cent. of the public school pupils are marked "good," fifty per cent. "fair," and ten per cent. "poor." In other words, the percentage of boys of feeble mental capacity is slightly larger among truants than among pupils of the regular public school, but the difference is by no means as great as many suppose.

The physical condition of the Parental school boys can

be shown by comparing them with other groups of children of corresponding ages:

1. As to the amount of growth and development, by the use of the averaged results of physical measurements and tests.

2. As to the quality of growth and development, by systematically recording observations of the growth, abnormalities, and motor defects in each individual and averaging the results.

The following table gives some of the results of a comparison of the quality of growth and development of the Parental school boys with the Chicago Public school boys of corresponding age:

Comparison of Parental school boys of 1903 with those of 1902 and also with Chicago Public school children in regard to average number of growth and motor defects:

#### GROWTH DEFECTS.

Age	Boys of Parental School.				Chicago Public School Children	
	1903		1902			
	No. Cases	Av. No. Defects	No. Cases	Av. No. Defects	No. Cases	Av. No. Defects
8	6	6.8	6	7.8	269	4.7
9	26	7.3	12	8.9	259	4.6
10	42	7.3	26	7.4	273	5.0
11	71	7.0	39	7.0	253	5.3
12	75	7.6	34	7.6	277	4.7
13	50	7.5	33	6.9	264	4.7

#### MOTOR DEFECTS.

Age	Boys of Parental School.				Chicago Public School Children	
	1903		1902			
	No. Cases	Av. No. Defects	No. Cases	Av. No. Defects	No. Cases	Av. No. Defects
8	6	5.2	6	7.5	269	3.5
9	26	5.9	12	6.2	259	3.8
10	42	5.7	26	5.9	273	3.9
11	71	5.6	39	5.8	253	4.3
12	75	6.3	34	5.9	277	3.4
13	50	6.0	33	6.2	264	2.9

#### Results of Attendance at Parental School.

It is always difficult, many times impossible, to eradicate growth defects, and as the boys average an attendance of only eight and one-half months, it is not surprising that the only result in this regard is a straightening of the spine, or a raising of a flat chest in a few scattered cases. The nervous condition, however (as shown by the motor defects), representing as it does, more immediate conditions of the child's life, is far more easy to control. It is here that the effects of the varied regime of the school shows itself most plainly.

The results of the re-examination of the boys when leaving the school, when compared with those of the entrance examinations, give the following:

Thirty-five per cent. of the boys were found to be very much improved in nervous condition.

Thirty-one and one-half per cent. showed satisfactory improvement.

Thirty-three and one-half per cent. showed little or no improvement.

Of this latter, thirty-three and one-half per cent., however a number amounting to fourteen per cent. of the whole, were cases where the nervous condition of the boys was very good when they entered the school, and, as a consequence, little was to be gained from the special regime. This number being subtracted, leaves less than twenty per cent. where the improvement could be said to be less than satisfactory for the time elapsed. Only five per cent. of the whole showed no improvement at all, and several of these were cases of marked malnutrition.

When it is considered:

1. That nervous affections are always slow to yield to treatment;
2. That the bad habits of manner, movement, and posture resulting from nervous derangement (these bad habits constitute a large per cent. of the motor defects) tend to persist long after the special pathological difficulty has been overcome;
3. That these boys' average time of attendance at the Parental school is less than nine months, it would seem that the above results form a rather striking illustration of the effect of the Parental school regime upon this class of boys.

#### Sensory Tests.

The sight and hearing of each boy was carefully tested.

**Sight.**—A compilation of the results of the tests of sight shows 67.6 per cent. of the boys have practically normal vision in both eyes; 15.3 per cent. have a visual acuity of 20-30 or two-thirds of normal in one or both eyes, while 13 per cent. showed a visual acuity of 20-40 ( $\frac{1}{2}$  of normal) or below in one or both eyes.

The remaining four per cent., while testing normal or nearly normal in visual acuity, gave evidence of slight astigmatism or other defects or weakness of the eyes. These latter, together with those testing 20-40 or below, were recommended for examination by a competent oculist with a view to a treatment of the eyes or the fitting of glasses where necessary in order to relieve the serious nervous strain, which, in most cases, results from the use of defective eyes in study. It is an interesting coincidence that the per cent. found defective in sight among the Parental school boys of 1903 was almost exactly the same as the per cent. defective among the boys of corresponding ages of the Chicago schools.

**Hearing.**—The results of the tests of hearing showed 81.6 per cent. of the boys had practically normal hearing; in 7.7 per cent. the hearing was decidedly dull, while the aural acuity of ten per cent. was so low in one or both ears as to seriously interfere with the school-room work. The defective hearing in a large number of cases was accompanied by conditions of nose and throat (enlarged tonsils, adenoid growths, naso-pharyngeal catarrh, and the like) which in themselves needed medical treatment, and it was, therefore, recommended that, if possible, these boys be examined by the attending physician or a specialist, in the hope that proper treatment might result in the improvement or removal of these conditions and as a consequence an improvement in the hearing.

At only one point (auditory memory for thirteen years) does the average Parental school boy reach more than eighty per cent. of the normal in either auditory or visual memory. It is thus seen that the boys of the Parental school are much inferior to the ordinary Chicago school child in their ability to remember things seen or heard, and, further, this discrepancy is distinctly greater in visual than in auditory memory.

These results are significant in view of the following facts:

1. The native sense memory is capable of very little cultivation, so that it is exceedingly improbable that these differences are entirely due to lack of instruction on account of non-attendance at school.
2. In the instruction of the vast majority of our public schools, sight and hearing, especially sight, are the senses most appealed to.
3. This tendency to emphasize the use of the eye and ear in school makes the work difficult and irksome to persons with low power of auditory or visual memory.
4. One of the reasons that these boys leave school, or misbehave in school, is their lack of interest in school work.
5. The Parental school boys are not, as a class, dull, slow, or incompetent mentally. It would not then seem improbable that one reason many of these boys are in the Parental school is that the regular schools do not so

present the work as to make it interesting to persons with their peculiar types of mind.

#### The Physical Condition of Pupils.

Upon entering the school each boy is given a thorough physical examination to discover any physical defects. The following general results have been noted:

1. Seventy-five per cent. of the boys committed to the school are below normal in physical development—i. e., are undersized, muscularly weak, and possess defective nervous organizations.

2. The boys vary greatly in physical development. Classified roughly, according to their physical condition, they would fall into the following groups:

(a) Boys physically defective.

(b) Boys backward in studies, sluggish in their movements, "slow" children, who are apparently sound, but who need mental and physical awakening.

(c) Boys physically sound who need a certain amount of physical activity and systematic exercise merely to keep them in good condition.

3. The defect most aggravated in individual cases, if not the most prevalent defect, is found among those disturbances which arise from a defective nervous organization.

Nervous defects, or, more accurately, disturbances of motion, manifest themselves as follows:

1. Motor irritative symptoms—including tremors, twichings, and, in general, movements of the muscles which are apparently involuntary. These cases are not very frequent and generally mild.

2. Disturbances of the power of co-ordination— inability to carry out complicated movements of the extremities. (The movements by which pupils are tested in examination are taken from movements suggested by Frenkel for ataxic patients.)

3. Disturbances in the muscular sense. The pupil is blindfolded, the examiner puts a limb thru a movement passively, the pupil fails to repeat the same actively, or one extremity is placed in a certain position, and the pupil blindfolded is then asked to place the opposite extremity in corresponding position.

4. Loss of power of sustained effort.

The causes of these conditions are:

(a) Secondary Malnutrition and the retention of poisonous waste products in the system normally excreted.

(b) Hereditary—(primary) alcoholism, insanity (psychosis), nervous diseases.

(c) Lack of training. Many tests given in examination for motor disturbances involve the entire psychological arc (impression, transmission, expression). A defective response is often due to the failure on the part of the child to get the right impression rather than to any defects in transmission. Such cases readily improve under proper training. Even in cases of locomotor ataxia, where actual lesions of the nerves exist, systematic re-education of co-ordinating movements is strongly recommended. (Frenkel.)

In general, these defects are due to unhygienic conditions in the past. Children who play truant frequently come from homes where the domestic conditions (poorly prepared or irregular meals, unsanitary living or sleeping rooms) are unfavorable. Add to this the habitual instinct of truants to live on "handouts" and to sleep in unsheltered places, and we have sufficient cause for their being stunted, weak, and nervous.

The set of investigations is being continued in the manual training work. This work, by the way, is one of the most attractive features of the school to the pupils. On this the report reads:

"We are comparing our boys in the manual training shop and in academic work, in order to ascertain, if possible, which appeals to them more strongly, and also whether they show any special aptitude for manual work. The data so far gathered do not justify us in drawing any positive conclusions. It may appear, upon further

investigation, that those boys who are "good" in academic work are also "good," as a rule, in manual work. We have boys who are "good" in manual work—i. e., they are good reasoners, persistent and attentive in manual training class, but are "poor" in academic work. On the other hand, we have some who are good reasoners, persistent and attentive in their literary work, but are "poor" in manual training. It is altogether possible that it will appear upon careful investigation and comparison that the proportion of our boys who evince a special aptitude for manual, as distinguished from mental work, is no greater than the proportion of public school boys generally who show such aptitude. If this should appear it would prove simply that manual training is a good thing for all boys and that our boys are not different from other boys in mental capacity and intellectual tastes.

#### Results.

The results of the work and the good accomplished by such schools cannot be stated more tersely than the conclusion of this Chicago report, which reads:

"It would appear that only about seven per cent. of the boys sent us proved to be incorrigible. As a matter of fact, not more than five per cent. are incorrigible and these ought not to be sent to this school at all. They should be placed in a reform school and kept there until they learn a trade or get enough education to enable them to earn a living, and then they should be placed in new surroundings, and most of them would do well.

"Making allowance, then, for actual and possible relapses, we are safe in claiming that eighty per cent. of our boys are cured of truant habits and are started on

the road to good citizenship. Even if some of these boys fall occasionally we have reason to believe that it will prove to be a temporary relapse and that they will rise again.

"The principals of the schools to which our boys are returned are unprejudiced witnesses, and, with one or two exceptions, they will testify to the good effect of the Parental school upon these boys. The exceptions are those principals to whose schools some of our boys have been sent and have relapsed. Naturally, these principals cannot know, as the others do, of the good work accomplished in the vast majority of cases. The principals are very appreciative and some are enthusiastic in their appreciation of our work. They even say that the indirect influence of the Parental school is worth the money it is costing. A boy is sent to the Parental school and the effect upon his class is most wholesome. The incipient truants at once "reform."

"The greatest difficulty we have to contend against is, of course, bad environment—unfavorable home and social conditions—poverty, parental ignorance, neglect, brutality, domestic discord, evil associates. When we reflect upon these we wonder that the boys are no worse than they are, and when we are compelled to send them back to such environment we are surprised that they do as well as they do. Parents have come to this school to get their boys who had been paroled and have literally fallen down at the door "dead drunk," and we have had to send them and their boy to the street car in the school bus. It is a positive sin to send boys, whom we have succeeded in reconstructing, back to such conditions. They should be placed in new homes and given a chance for their life.

## The Public Utility of Colleges and High Schools.\*

By Pres. Arthur T. Hadley, of Yale University.

Every man who is engaged in school or college work is constantly met with questions like this: "Does it pay for a man or woman to go to college?" "Does it pay for a boy or girl to attend the high school?" Many of those who ask these questions think that the success of our schools and colleges is dependent upon the answer which can be given to these inquiries. If it cannot be proved that the courses in these institutions contribute directly and tangibly to the pupil's success in life, they believe that the courses ought to be remodeled or the institutions abolished.

I am far from denying the importance of these inquiries. It is in the highest degree desirable that the graduates of our schools and colleges should go out into the world with increased ability to cope with the problems of earning a livelihood. But I do not believe that the service which these schools render in preparing their pupils to make money or to secure enjoyment from the money they make, represents the major part of the service which such institutions render the community; nor do I believe that their courses should be rearranged or remodeled with that end in view and that alone. I believe that the question whether it pays an individual to go to college in enabling him to get more out of the community deals with a very much narrower and less important point than the question whether it pays the community to have its men go to college.

Did it pay a man to go into the army? No. He had to face the certainty of hardship, the probability of disease, the serious possibility of wounds or death. The compensation given was inadequate in proportion to the work done. If a man wanted to enjoy himself and get rich, he should have stayed at home and come in contact with the war only as a contractor, or at most as a patriotic orator. But he who would

infer from this that armies are bad things, or that our young men should be advised against going into the army in time of active service, would be entirely and perniciously wrong. He would be teaching the younger generation to regard the needs of their country as of less importance than their own personal needs. We can see that there is a fallacy in this test of personal advantage when it is applied to military training and military service. We are not always equally ready to see that there is the same fallacy in applying this test to educational service and educational values.

To the question whether, as a matter of dollars and cents, it pays a man to go to college or even to the high school, I do not conceive that any general answer is possible. It depends almost entirely upon the man: During the years spent in school he grows older without earning money. The years so spent make it harder to fall into the routine of office or shop work, and so far they represent a loss. On the other hand, these same years, if properly spent, give him the advantage of entering business with greater maturity of judgment, and so far they represent a gain. Whether the gain offsets the loss, or is enough greater than the loss to pay for the time spent, depends upon differences of individual character.

But to the question whether it is advantageous for the community to have properly conducted high schools and colleges, the answer seems to me perfectly clear. The public service which they can render is out of all proportion to their cost. Indeed, the thing which distinguishes the course in our high schools and colleges from that in our primary schools on the one hand, or from that in our professional schools on the other, is the dominant importance of this public purpose. In the primary school a boy or girl is occupied with learning things which are obviously important to the individual. You must learn to read and write and do simple sums, for without such knowledge you can never rise above the

\*Report of address delivered before the Rhode Island Barnard Club on May 14.

lowest ranks of ill-paid labor. You must learn certain elementary habits of order and cleanliness, or you will be fit only to associate with the worst elements in society. And at a later period of your education you must learn certain rudiments of knowledge bearing on your trade or calling in life, or you are likely to remain at the bottom of the ladder instead of rising to the top. The direct uses of primary education and of technical education are so obvious that no one in these days questions their value. But the uses of the secondary education obtained in the high school or college are essentially indirect. It gives a man means of enjoyment which do not correspondingly increase his earning power, but contribute rather to the general power of the community as a whole. It gives him standards of historic proportion and of permanent value which tend to lessen his exclusive devotion to money making rather than to increase it, and which benefit the community without corresponding benefit—nay, perhaps with positive pecuniary loss—to the individual. It gives him habits of devotion to truth for truth's sake which may interfere with his pursuit of lower ends which will profit him more than they profit the community less. A man who has enjoyed the benefits of such an education will be able to place before himself in proper order the different objects of human ambition and to choose, not that which is most obvious or most dazzling, but that which is best fitted to his talents and which enables him to do the greatest public service.

It will, perhaps, be said that these are mere commonplaces, which everyone admits. Very likely most people admit them in theory. In practice we shall find that most people are apt to shut their eyes to them. We find ten men asking whether our school courses are advantageous to the individual to one man who thinks of asking as a separate question whether they are advantageous to the public. Their advantage to the individual is too often taken as the only criterion of public advantage; their service to help the pupil make money as the chief test of their value to the community as a whole. We find a tendency to lengthen the time spent in the professional school at the expense of the college course; to substitute technical work for general work in our colleges and even in our high schools; and, worst of all, to crowd out those studies in history or literature or higher mathematics which train a man's judgment or ideals or scientific spirit, and offer in their place courses which have, or are supposed to have, more immediate practical value.

Do not let me be misunderstood. I do not wish to defer technical education to an impossibly late period.

On the contrary, if a man cannot afford to go to college or to the high school without imposing too great sacrifices on his parents, I believe that he should prepare himself at once for his calling in life, and that for his purpose he should attend as good a technical school as he can. Nor would I force all who take the high school and college course into the old-fashioned curriculum of Latin and Greek. I believe that we shall, as the educational world goes on, find other studies which shall do for the pupils of future generations what the classics did for their fathers, without being so remote from the language and the needs of daily life. But I do protest against the tendency to convert the high school or the college into a sort of second-rate technical school. I do not think that because some men have to ask what education will offer the most speedy and sure pecuniary return, all should be encouraged to ask that question as early as possible, or that the community should arrange its school system on that basis. I do not believe that the study of ancient history and ancient literature—which, whatever may be its deficiencies as a means of training for modern life, can nevertheless give that largeness of vision and breadth of ideals which we so much need—should be displaced, except in case of absolute pecuniary necessity to the individual, by studies which are narrowing instead of broadening, and which seem to be practical because they are not theoretical.

With the tastes and talents and powers of the American people, I do not believe that there will be any lack of men who can make money—efficient producers and successful traders. The one point of doubt is whether our citizens will learn to use the money, thus acquired, for the benefit of their country and their fellow men. And, therefore, if we had to choose between a school system which fulfilled well the private purpose of enabling him to look out for himself, at the sacrifice of the public purpose of teaching him to look out for others, and one which taught him to look out for others at some sacrifice of skill in looking out for himself, we should unhesitatingly choose the latter. But I do not believe that we have to make this choice, or are forced to face alternative. I believe that the recognition of what I have called the public purpose in education will, of itself, enable us to conserve those things which have made most valuable our schools and colleges in the past, and that there is room in the years which most of our boys and girls can have available for their school life, to train them at once for the private usefulness which will command an honorable living, and for the spirit of public service which will make our country a good place in which to live.

## New York Syllabi. XVI.

### Music. I.

#### Introductory Note.

The following course of study and syllabus present an outline of the systematic instruction in music to be given in the class-room by the regular class teacher, with the assistance of the special teacher of music assigned to each district, and under the general supervision of the director of music.

In the lower primary grades, especially, song singing for rest, recreation, and animation should occur frequently during the daily school sessions. The few minutes devoted to this between other lessons will tend to brighten the atmosphere of the class-room, and will help to improve the discipline of the pupils and their power of concentration.

The singing at assembly exercises should be a source

of inspiration to teachers and pupils. If properly done, it will have its effect, not only upon the work of the day, but upon the character of the pupils.

The singing lesson should aid in discipline and in forming habits of order, attention, and concentration; it should train the memory, give power of instant decision, and educate in the perception of minute differences. It should train the eye and the ear, and, in general, should sharpen the perception. Pupils should be taught to listen and to hear accurately. The principles of voice production should be applied to the speaking voice.

The school-room should be thoroly ventilated, but without drafts; the temperature should be moderate. Those children whose eyesight or hearing is impaired, and those who have defective tone perception, should be placed in the front seats. Good order and attention are essential. Individual singing should be employed frequently.

A correct ear and the power of accurate judgment of the pupils' work are the teacher's chief requirements. The teacher is required to sing only in teaching rote songs, or for ear training exercises, or for the purpose

\* The series of syllabi of the various branches covered by the New York Course of Study was interrupted to allow space for the manual training schedule. Instalment number XV. of the syllabi was published in THE SCHOOL JOURNAL for Nov. 21, 1903.

of correcting bad tone quality. The correct pitch should always be given from a pitch instrument.

Pupils should have an experience in music thru songs before proceeding to the study of musical problems. All new effects should be introduced thru song and recognized therein before they are analyzed and practiced as problems. In the application of these effects the inductive process should be applied as far as possible, the child being required to think and to apply his knowledge to new and more advanced exercises.

In all grades, constant attention should be given to correct position, to the care and cultivation of the voice, to breathing exercises and breath control, to enunciation and intelligent phrasing, to song interpretation and expression, to rhythm, melody, and form, and to the encouragement of individual effort.

In breathing exercises the pupils should be made to sit and sing in such a way that correct breathing is natural. The body should be erect, not stiff, the shoulders not touching the back rest, and the feet under the knees.

In sight singing and dictation the singing names (*do*, *re*, *mi*, etc.) should not be abused by too constant use. The effort should be made to read without the use of these names and with words directly applied.

The voices of pupils in grade 6A, or in higher grades, should be classified, and the pupils should be seated accordingly. In testing voices, the teacher should give a tone of medium pitch, such as G on second line of staff. The pupil should then sing upward from this tone to the highest tone which he is able to sing with ease and without forcing the voice. From the same key he should then sing down the scale to the lowest tone he can sing easily. He should then be assigned to the highest part if he is able to sing G above the staff with ease; to the lowest part if he sings G below the second leger line. If he is able to sing neither extreme he may be placed in the middle part. Such pupils as command the full range from low G to high G should be placed in accordance with the tone color or character of their voices. The light and clear voices should be placed in the higher part, while the heavy voices are placed in the lower.

#### Grade 1A.

Simple rote songs; the scale taught as song; scale relations in simple form; tone relations and accent developed from songs; simple melodic exercises in tone relationship by imitation and by dictation.

Voice compass F, fifth line, to D below the staff. Rote songs should be such as are approved by the music teacher. They should appeal to the child's imagination, and should unite expressive melody and poetry with marked rhythm and brevity.

The whole song should first be sung by the teacher in as perfect and animated manner as possible. It should then be presented in short phrases, the class imitating each phrase after the teacher. The phrases should next be united into longer sections and imitated as before, until the whole is learned.

Care should be taken that no mistakes are made by the pupils. Whenever any occur, that portion of the song should be repeated carefully until it is correctly sung. In general, words and music should be taught together. Good tone quality should be insisted upon as well as distinct enunciation, with well opened mouths and mobile lips. Preference should be given to songs with animated tempo. The children should sing softly, and in that quality which is obtained by singing *hoo* on upper E flat, or D.

After teaching a number of songs of the character described above a song should be taught whose melody is composed of the ascending and descending major scale. The syllables *do*, *re*, *mi*, etc., may then be substituted for the words of the song, *do* being equivalent to one, *re* to two, etc., and thus, when the teacher dictates: "Sing one," the class will sing *do*; "sing two," the class will sing *re*. All dictation exercises should be car-

ried on frequently without the singing names, preferably on such syllables as *hoo* or *loo*.

Dictation may be given orally, or from the blackboard or chart, or from the hand staff. On the blackboard any device which represents a regular stepwise progression, such as ladder, stairs, etc., may be employed, but it will be desirable to use the regular staff most frequently in order that the pupils may grow accustomed to it.

The teacher should not draw a comparison between the ladder or other representation and the scale, but should simply say: "Sing the scale;" and while the class is singing, point to the steps of the ladder. Dictation exercises should follow, but at this time nothing should be said about whole steps and half steps.

The hand staff method of dictation is to use the fingers of the hand, the fourth finger representing *do*, the space between the fourth and third fingers, *re*, etc. Other methods similar to these may be employed, preference being given to those which best represent steps. The so-called tonic *solfé* signs are therefore not desirable.

The teacher should not sing with or for the class, except when teaching rote songs, or correcting bad tone production. Children should frequently be called upon to sing individually, care being taken not to place them at a disadvantage by asking them to sing exercises or songs too difficult for them. This practice, if begun in the lower classes, will produce confidence, and will tend to cultivate the critical judgment of the pupils. All interruptions of the singer on the part of other pupils, by the raising of hands, etc., should be discouraged.

The dictation exercises should be simple, each tone of the scale being brought into relation only with the key note, i. e., 1 and 8. In the beginning it may be advisable, occasionally, to let the pupils sing these exercises by imitation instead of by dictation, but this method should not be continued for any considerable length of time.

#### Grade 1B.

Rote songs; exercises in tone relationship by oral and visible methods of dictation; tone relations and accent developed from songs; recognition of tone relations by the ear; development of rhythmic sense thru the medium of song.

Compass of the voice as in the preceding grade. Rote songs should be selected and taught as in the preceding grade. The dictation exercises may now be extended so as to bring the tones of the scale into relation with five, the dominant of the key, and to establish the principal harmonies, such as 1-3-5-8—8-5-3-1; 1-4-6 8—8-6-4-1; 2 5-7—5-3-1.

Related tones should be sung by the teacher on *loo* or *la*, or with words, pupils imitating, using "singing names."

The rhythmic sense should be developed by recognizing and naming the musical accents, as "loud" and "soft," from suitable examples selected from the songs already learned, or by short exercises sung by the teacher.

### THE SCHOOL JOURNAL,

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## The Educational Aspect at the St. Louis Fair.

All of the great expositions of the world have realized the importance of demonstrating the evolution of ideas in regard to educational methods. They have illustrated the reaching up after higher ideals in school work, and have emphasized the necessity of a better system of instruction.

The school exhibits are practical illustrations of the progress of nations and are so placed that a comparison can be instituted between them. Enlightened pedagogues are eclectic in their ideas and are always eager to accept hints as to the training of the young.

There is no doubt but that the educational exhibit at the Louisiana Purchase Exposition will be most comprehensive. It will include the experience and achievements of our own and the prominent European countries.

The school methods of foreign countries will be efficiently exemplified and pedagogues from all the states of the Union will meet and discuss the educational problem. While the public school system in America has not, as a whole, a superior in the world, America has still a great deal to learn from Germany, France, Sweden, etc., particularly in the matter of industrial teaching. A great educational conference has been projected by the Methodist Episcopal Church South, some time during the coming summer. The committee has planned a comprehensive exhibit of models of school buildings, with the interiors of the class-rooms, libraries, and halls, and topographical views of the grounds. They also intend to show catalogs of year and text-books, study charts and examples of the work of pupils with monographs of the various professors.

The educational processes of the Methodist Church South materially differ from those of similar institutions and it is a notable fact that they have been crowned with success. Dr. Hammond and his board intend to make a classification of the universities and schools which come under the jurisdiction of the church, which include the Vanderbilt and Macon-Randolph universities and that of Soo-Chow, China. There are besides seventeen colleges and secondary institutions, in which the Methodist high schools are comprehended. Each group is related to the other and all are unified by using the identical curriculum.

The number of students in these schools is 18,602. Two of them are negro schools.

It is planned that 600 delegates belonging to the various conferences and educators of national renown will give their views on the subject of education. Among those invited to deliver lectures are men famous in educational work, such as President Eliot, of Harvard; William T. Harris, United States commissioner of education, and some of the presidents of both Northern and Southern universities.

The proposed congress will no doubt be a remarkable one in the annals of pedagogy and will do much to attract attention to the institutions under the control of the church.

One of the most unusual and instructive displays will be a practical demonstration of improved ways of training defective children, which will no doubt prove of incalculable value to those parents who have afflicted or backward children, the instruction of whom has been a vexed problem.

It is a lamentable fact that there are in the United States alone 40,000 deaf people who must receive their education by methods adapted to their infirmity.

Prominent teachers such as Edward M. Gallaudet, of the College for the Deaf at Kendall Green, D. C., Prof. A. E. Pope, instructor at the Nebraska school at Omaha, and the Rev. H. Cloud, of St. Louis, principal of the City School for the Deaf, are considering the question. The desire of these gentlemen is to conduct a school for the deaf during the time of the Louisiana Purchase Exposition, in order to afford a practical demonstration

of the latest progressive methods of teaching these afflicted people.

Dr. F. C. Emberson suggests that an inestimable boon would be conferred on mankind if the World's Congress of Deaf and Dumb Instructors would meet for the purpose of inventing a universal sign language which should be intelligible to the people of all lands, to be used as a method of communication between those who speak different tongues. This enthusiast declares that signs of from 500 to 1,000 words might be readily mastered and would prove of great utility. He says sign language could be made so simple in character that it would be beneficial to tourists, who could travel in foreign countries without the necessity of employing an interpreter. If this project is a practical one, the ubiquitous globe trotter may readily dispense with the embarrassing guide.

Nor will the physical culture side be neglected, as it is the fad of the day. The program planned by the Physical Culture Associations and Teachers of the World will be more complete than any before attempted. There will be a Carnival of Athletic Sports during the entire Exposition, with dissertations on physical culture by eminent professors of the art.

All of the subjects will be not only interesting but of practical value to the wives and mothers of America as well as to the boys and girls of the present generation. The lessons learned will last thru life, and the educational aspect of the Exposition will be full of forceful suggestions. In fact the exhibit gotten together with so much pains and expense can not be too highly extolled by thinking minds.

COUNTESS DE MONTAIGU.

### Facts About the Panama Canal.

Estimated cost of the Panama canal, \$200,000,000.

Amount paid French Company for the title, \$40,000,000.

Amount paid Panama government for perpetual lease of canal lands, \$10,000,000.

Length of canal, forty-six miles.

Canal width varies from 250 to 500 feet at the top, the bottom width being 150 feet.

There will be five twin locks of concrete masonry, each lock 738 feet long and eighty-two feet wide, with a lifting capacity of thirty to thirty-two feet.

Lake Bohio (artificial) covers thirty-one square miles.

Alhajuela lake (artificial) covers 5,900 acres, and will furnish motive power for operating the locks and lighting the canal from ocean to ocean.

Distance from New York to San Francisco by old route, 13,714 miles; by the route thru the canal, 5,299 miles.

Distance from New York to Manila by present route via San Francisco and Yokohama, 19,530 miles.

Distance from New York to Manila by Panama canal via San Francisco and Yokohama, 11,585 miles.

Distance saved in a sailing-trip around the world by the new route thru the Panama canal, 2,768 miles.

The Panama canal was practically begun in 1883 by the French Company. They had completed about two fifths of the length, when because of fraudulent management the company failed, and the work ceased in 1889.—June *Woman's Home Companion*.

### The Schoolmaster's Prayer.

Lord, deliver the laddies before Thee from lying, cheating, cowardice, and laziness which are as the devil. Be pleased to put common sense in their hearts, and give them grace to be honest men all the days of their life.—IAN MACLAREN.

Pimples, blotches and other spring troubles are cured by Hood's Sarsaparilla—the most effective of all spring medicines.

# The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING MAY 28, 1904.

## The Mechanization of Teaching.

To Ziller the educational world is more especially indebted for the clear exposition of the five formal steps of instruction. The discovery and philosophic justification of this method of procedure in bringing a lesson home to the children are the merit of Herbart. The mechanization of the "steps" for purposes of universal, practical application is more properly the achievement of Ziller. The logical successor of Ziller in the further mechanization of the Herbartian system of pedagogic reasoning is Professor Rein, of the University of Jena, who will visit America this summer and has been engaged to deliver lectures on pedagogy at several centers. How far the mechanization of teaching has been carried by him is most strikingly shown in the collection of teachers' manuals intended to cover the work of the eight elementary school years. Not only is the course of study organized with minute precision, but the lesson units are mapped out, and the mechanical procedure in each lesson is fixed to almost the minutest detail.

It may seem that a mechanization of teaching to such a degree must reduce education to barren machine work. There is no doubt that the tendency is in the direction of closer attention to the technical perfection of detail. But is this really detrimental to free artistic creation? Does it detract from the dignity of teaching? Does it interfere with the effort to make education productive of the greatest good to the children? Looking these questions squarely in the face there is one to which all others must yield precedence, and that is, "How does the mechanization of teaching processes affect the educational welfare of the children?" Here we have the only true touchstone and standard for determining the justifiability of the technical perfection of teaching, with all the restrictions this endeavor is developing.

The painter by an unwise use of his time reduces only his own opportunities for usefulness. Experimentation can mar only the canvas and that is a dead thing as it first comes to his hands, one which may be replaced by another without serious injury to any one. Or since Addison has compared education to the sculptor's art in a much quoted phrase, let us apply the test here. By a skilful use of the chisel and the mallet the sculptor will set free from the rude block of marble the image which his soul has by an inspiration imprisoned in it. But suppose he should make a serious mistake which would render the half-finished block unfit for the transformation into the master work he had in mind. He can throw the material aside and begin his labors anew on a new block from the quarries.

The teacher artist has a much more serious proposition. The material upon which he is to exercise his art is sacred. It is a life, an individual life, the unique incarnation of an element of divinity, for the care of which he is answerable to the Father of mankind. The material is a child which must not be marred. An irremediable mistake made by the sculptor is a misfortune; a permanent injury inflicted upon the child by an educator is a crime. That is the difference.

Furthermore, while the sculptor may read in his rude block of marble a story created by his phantasy, the educator has placed before him the incorporation of specific purposes of the Divinity that rules the destinies of mankind. With the educator it is not indifferent what he seeks to accomplish with his material. Nor is he meeting his responsibilities by merely avoiding serious mistakes. His problems are fixed for him in the purposes of the Creator. Accordingly, his chiefest anxiety must be to learn the will of God with reference to the devel-

opment of humanity. He must consecrate himself to the search for truth. But how shall he find this truth?

To begin with, no one must trust to a sudden inspiration. Truth is vouchsafed only to him who diligently searches, zealously and without ceasing. And to us who have *millenia* of search for truth behind us this search must be essentially a *research*. The treasures found by the truth seekers of all times and climes must be studied, and we must lay hold of tests for proving the spirits.

But ideal aims are in themselves not sufficient to govern our work as teachers. The question what ideal shall direct us on the way must be coupled with the more practical inquiry as to what can actually be done in this direction. Here again we stand before a problem which can be solved by no other method than that of close and comprehensive investigation of the models supplied in the work of the best teachers, not those who are reputed to be the best, but those found to be the best after due trial and strict examination.

The locating of the models which may reasonably be regarded as standards of efficiency is a work of great magnitude. The plans pursued by Dr. Rice in his well-known investigations have shown the vast amount of labor involved. The proving of the results of teaching on an extensive basis of comparative tests has in fact never been made the object of scientific inquiry heretofore. Dr. Rice's statistical inquiries opened the way. The Society of Educational Research, which has taken up the work, includes in its membership many of the most influential friends of the schools. While the greater object of this society is the establishment of rational standards of efficiency in teaching, it occupies itself more directly with the determining of the relative values of different educational processes as demonstrated by the results obtained.

The more immediate duty in the improvement of pedagogic practice, then, would seem to be the establishment of standards for testing educational efficiency in matters which can be subjected to accurate comparative analysis. The specific problems included in the scope of these endeavors will be presented in a later number. The purpose of this article has been merely to point out the general field of pedagogic science, with general reference to the new science of didactics developing under the name of educational research.



## The Metropolis of the New World.

New York city is becoming more and more the center of leadership in all that concerns the shaping of the nation's higher public interests. She is destined to win in North America a position even more important than that which Paris holds in Europe. In commercial and financial matters she has long since established herself as the unrivaled mistress of the western hemisphere. In art and literature she is second to none in the United States, and her supereminence is each year becoming more firmly secured. Nearly all the really great periodicals of the country are edited from this center. There are the *Century*, *Scribner's*, *Harper's*, *Forum*, *Review of Reviews*, *Outlook*, *Independent*, *Collier's Weekly*, and the rest. Only few specialistic periodicals of any consequence in the nation have their home away from New York. This means also that there are to be found in and near the larger city the greater number of our foremost leaders of thought, scientists, artists, and literati. In the sociological field she is working out several problems of tremendous consequence to the peace and prosperity of the world, with wonderful success. Here patterns are wrought for other cities to copy.

In education there is a steady upward movement. If the signs of the times can be trusted New York will before long occupy in public educational affairs a place of supreme importance and commanding influence. She is gathering into her vineyard as many of America's foremost educators as she can utilize. Aside from Dr. Maxwell, Dr. Rice, Dr. Butler, Dr. Adler, and others

who have long been identified with the city, she has put to work men and women whose signal success in other places has persuaded her of the desirability of securing their services. The list is growing rapidly. There are Dean Russell, Superintendent Dutton, and Professor McMurry in Teachers College, Drs. Edson and Marble on the board of city school superintendents, Dr. Gilbert with D. Appleton & Co. Dr. Finley left Princeton for the presidency of the City college. Dr. Atkinson has just accepted the headship of the Brooklyn school of technology. Edward Howard Griggs has made his permanent home in a suburb. Dr. John Dewey has accepted the new chair of philosophy in Columbia university. And now comes the news of Dr. Balliet's election to the deanship of the New York University School of Pedagogy. No wonder rents are rising higher and higher. But whatever the cost, New York is a good place to be in, and for that we are duly thankful. She is the pride of the nation, and her glory is the glory of America.

### Education in Civic Matters.

Among the matters of educational interest brought out at the recent convention of the National Municipal League in Chicago was the important work schools are doing in forming juvenile city leagues aiming to inculcate habits of civic cleanliness and a regard for the rights of others. Perhaps the most important forward step taken was to coördinate university and collegiate instruction in municipal government. The need for this was outlined by Professor Rowe, of the University of Pennsylvania. He described the college man's attitude toward public affairs.

The charge, he said, had been made that the college graduate was an essentially negative factor in the life of American communities, that his attitude is commonly critical, and that he lacks ability to coöperate with his fellow citizens in the struggle for civic improvement. If this charge be true, it is a most serious indictment, and our higher institutions of learning owe it to the country as well as themselves to examine with great care whether the arrangement of their curricula and the methods of instruction are such as to develop this essentially negative attitude toward public affairs. The speaker asserted that this attitude was due to the fact that instruction in government necessarily assumes a dictactic tone which only tends to emphasize the critical attitude of the student. The remedy for this was to bring the student into contact with the facts of political life thru personal original research.

### Vertical Writing Proved Successful.

Supt. B. W. Tinker, of Waterbury, Conn., adds his testimony to that of other schoolmen who have given vertical writing a fair and full trial. In a recent report to his board of education he says:

"Vertical writing has done a great deal to make the teaching of writing easier and much for the pupil as well. It has given us a better position for pupils, simpler letters, done away with shading and guide lines and allows the youngest pupil to make his letters large and coarse. The youngest pupils seem to take to it naturally and within a few months are able to write more legibly than was ever possible under the old slant. The average writing has very much improved. While under the slant we had some pupils whose writing was absolutely illegible we have none at the present time whose writing cannot be easily read. The question of speed depends very little upon the system taught but very much upon how it is taught. Extensive speed tests taken thruout the country show that public school pupils using the vertical can and have written more words in a minute than professional penmen using the slant. A test taken in a large number of cities including Omaha, Des Moines, St. Louis, and others gave a rate of 130 letters per minute for public school children, who have had vertical writing from two to five years while the average of business colleges and professional penmen in the same cities gave an average of only 103 letters per minute."

### A Public School Outing.

Principal Grunenthal, his teachers and a thousand pupils and their parents held the first school outing in the history of P. S. No. 27, at Bronx park, last Saturday. A special train was provided by the New York Central railroad to carry the company to the park and back. The children visited the zoölogical and botanical gardens, and were entertained by a brass band, and by races, contests, and ball games. Refreshments, consisting of ice cream and lemonade were furnished the children, from funds contributed by teachers and friends of the school.



### Universal Education in the South.

One of the most significant facts brought out at the recent Conference for Education in the South was the growing faith in universal education for the Southern people. This great movement was given expression in the speeches of prominent Southern men.

Bishop Galloway, in his discussion of the race problem, formulated the following points upon which all Southern men are now fully agreed:

First—In the South there never will be any social mingling of the races. Whether it be prejudice or pride of race, there is a middle wall of partition which will not be broken down.

Second—They will worship in separate churches and be educated in separate schools. This is alike desired by both races, and is for the good of each.

Third—The political power of this section will remain in present hands. Here, as elsewhere, intelligence and wealth will and should control the administration of governmental affairs.

Fourth—The great body of the negroes are here to stay. Their coerced colonization would be a crime, and their deportation a physical impossibility. And the white people are less anxious for them to go than they are to leave. They are natives and not intruders.

The matters of chief concern before the conference were local taxation, the necessity for better schools, longer terms of school work, and improved teaching. The question of national aid for education was suggested but the conference did not put itself on record in regard to the matter.



Commissioner Lindsay, of Porto Rico, has made arrangements to bring 600 of his teachers to the United States this summer in order that they may better understand American ideals and methods of education. A part of the teachers will go to Cornell and the rest to Harvard. At Cornell they will devote their time, chiefly under special teachers, to primary methods, drill in English, and nature work. Those who understand English will be permitted to take any of the regular courses for which they are qualified. When it is understood that every native teacher in Porto Rico is trying to master the English language in order to teach it, the significance of Dr. Lindsay's enterprise will be appreciated.

The closing hours of the school year are being heralded by the announcements of "commencement exercises," and invitations to join in the festivities that will be appropriate to the occasion. Some of these invitations are printed in most luxurious style. They came from Florida, California, Oregon, from every corner of the various states and territories. New points appear as the years roll around. Assurance is not needed that we enter into all these occasions with hearty sympathy. If it were only possible we would shut the editorial desk and attend nothing but commencement exercises for the month to come.

# National Educational Association.

*At St. Louis, Mo., June 27 to July 1.*

Official Program-Bulletin of the Forty-third Annual Convention.

## Executive Committee for 1903-1904.

JOHN W. COOK, *President*, DeKalb, Ill.  
CHARLES W. ELIOT, *1st Vice-President*, Cambridge, Mass.  
MCHENRY RHOADS, *Treasurer*, OWENSBORO, KY.

ALBERT G. LANE, *Chairman of Trustees*, Chicago, Ill.  
W. T. HARRIS, *U. S. Com. of Education*, Washington, D. C.  
IRWIN SHEPARD, *Secretary*, Winona, Minn.

## National Educational Association

### Secretary's Office

Winona, Minn., April 20, 1904.

The Executive Committee of the NATIONAL EDUCATIONAL ASSOCIATION having selected ST. LOUIS, Mo., as the place for the FORTY-THIRD ANNUAL CONVENTION, JUNE 27 TO JULY 1, 1904, take pleasure in making the following announcements:

The low rates granted by the railway lines of the United States and Canada to the Louisiana Purchase Exposition have rendered it impracticable to obtain the usual special N. E. A. convention rate or to provide for including the membership fee in the purchase price of the ticket, as in former years. Such regular Exposition rates are therefore announced as are recommended to the teachers and others who desire to attend the meetings of the Convention and to avail themselves of the special admission concessions and reduced hotel rates secured for members of the N. E. A.

The plans for the Association cover at least twelve days attendance at the Exposition (ten days exclusive of Sundays). The first five days will be devoted mainly to the general and department meetings, the programs of which are planned to bear upon the educational exhibits and their lessons, in order that the studies of the exhibits during the following days may be rendered most profitable. To this end all meetings will be held on the Exposition grounds, in close proximity to the exhibits, where leisure between the meetings may be profitably spent without loss of time or strength.

The second week will be devoted to the study of the educational and other exhibits, during which time especial attention will be given to N. E. A. members by those in charge of the exhibits aided by assistants who will be in attendance for that purpose.

For these reasons it is believed that all teachers will wish to spend at least ten days on the Exposition grounds.

It is therefore recommended that all who attend the Convention purchase railway tickets which will allow at least twelve days (including Sundays) in St. Louis; this will be the fifteen day ticket as described below.

### RATES AND TICKET LIMITS

THE NEW ENGLAND PASSENGER ASSOCIATION; THE TRUNK LINE PASSENGER ASSOCIATION; THE CENTRAL PASSENGER ASSOCIATION; and the SOUTHEASTERN PASSENGER ASSOCIATION—including all territory east of the Mississippi river, as far north as St. Louis, and east and south of a line drawn from St. Louis thru Peoria to Chicago and the Great Lakes—have united in granting three classes of round trip tickets to St. Louis with rates as follows:

- A. Season tickets—Rate, 80% of double the one way west bound fare.
- B. Sixty-day tickets—Rate, one and one-third west-bound fare.
- C. Fifteen-day tickets—Rate, one west bound fare plus \$2.00. It should be noted that the \$2.00 added to the one fare is NOT membership fee and does not accrue to the Association.

Within the limit of approximately 250 miles of St. Louis, the 68 day ticket will from most points, be less than one fare plus two dollars.

THE WESTERN PASSENGER ASSOCIATION, including all lines north and west of Chicago, Peoria, St. Louis, and Kansas City, extending to Salt Lake City and Montana, has granted rates as follows:

- A. Season ticket—80% of double the standard one-way fare for the round trip, minimum \$3.00.

B. Sixty-day ticket—One and one-third standard fare for the round trip from points from which the standard one-way fare is more than \$3.75; from points within this limit 80% of double the standard one-way fare.

C. Ten-day ticket—(Will probably be extended to fifteen days). One and one-fifth standard fare for the round trip from points from which the standard one-way fare is \$8.00 or more. Within that limit the sixty-day ticket should be purchased.

The question of changing the limit of above ten-day ticket to fifteen days is under consideration by the Western Passenger Association with assurances of favorable action. The result can be ascertained by inquiry of local ticket agents.

THE SOUTHWESTERN EXCURSION BUREAU, including all lines in the territory south of St. Louis and Kansas City and west of the Mississippi, will doubtless follow the action of the Western Passenger Association, except that the ten (or fifteen) day ticket will be sold at one fare plus \$2.00 (not membership fee).

THE TRANSCONTINENTAL PASSENGER ASSOCIATION has not taken action on rates to the St. Louis Exposition at date of going to press, but favorable rates are assured. Information may be obtained from local ticket agents.

Certain lower rates with short limits for "Coach Excursions" will be granted on certain dates, but these are not recommended since they do not allow sufficient time in St. Louis to enable the purchaser to share in the plans for convention meetings and exhibit studies or in the special concessions on admission and hotel rates which have been secured for members.

All special information desired as to rates recommended above, and possible changes therein, can best be obtained from the local railway ticket agents.

## LOCAL ORGANIZATION FOR THE ST. LOUIS CONVENTION.

### EXECUTIVE COMMITTEE

HONORABLE ROLLA WELLS, *Honorary Chairman*, Mayor of St. Louis.  
W. S. CHAPLIN, *Executive Chairman*, Chancellor of Washington Univ.  
W. A. CARPENTER, *Secretary*, Ninth and Locust streets.  
CHARLES H. HUTTIG, *Treasurer*, President of Third National Bank.  
F. LOUIS SOLDAN, Superintendent of Instruction, Public Schools.  
R. H. JESSE, President of Missouri State University.  
HOWARD J. ROGERS, Chief of Department of Education and Director of Congresses, Universal Exposition.

ROBERT S. BROOKINGS, V.-Pres., Samuel Cupples Woodenware Co.  
JOHN SCHROEDER, Manager of Westliche Post.  
W. B. STEVENS, Director of Publicity, Universal Exposition.  
EDWIN D. LUCKY, Principal of John Marshall School, St. Louis.  
BEN BLEWETT, Assistant Superintendent of Instruction, Public Schools  
G. M. WOODWARD, President of Board of Education of St. Louis.

### FINANCE COMMITTEE

D. R. FRANCIS, President, Louisiana Purchase Exposition Co.  
ROBERT S. BROOKINGS, Vice-Pres., Sam'l Cupples Woodenware Co.  
W. S. CHAPLIN, Chancellor, Washington University, St. Louis, Mo.  
H. A. FORMAN, President, Fourth National Bank.  
EDWARD F. GOLTRA, President, Sligo Furnace Co.  
CHARLES H. HUTTIG, President, Third National Bank.  
WALKER HILL, President, American Exchange Bank.  
W. J. KINSELLA, President, Hanley-Kinsella Coffee & Spice Co.  
ROBERT MOORE, Civil Engineer.  
N. A. McMILLAN, Vice-President, St. Louis Union Trust Co.

D. C. NUGENT, Vice-President, B. Nugent Dry Goods Co.  
 CHAS. B. SMITH, Superintendent, Dun & Co., Commercial Agency.  
 LOUIS T. TUNE, Superintendent Bradstreet's Commercial Agency.  
 J. S. VAN BLARCOM, Vice-President, National Bank of Commerce.  
 JULIUS WALSH, President, Mississippi Valley Trust Co.  
 WILLIAM TAUSSIG, President, St. Louis Bridge Co.

## COMMITTEE ON HOTELS AND LODGING PLACES

WALTER B. STEVENS, *Chairman*, Secretary, Universal Exposition Co.  
 M. S. SNOW, Professor of History, Washington University, St. Louis.  
 ROBERT H. FERNALD, Professor, Mech. Engineering, Washington Univ.  
 G. H. SPOONER, St. Louis Manual Training School.  
 REDMOND S. COLNON, Fruin & Colnon, Contractors.  
 WM. FLEWELLYN SAUNDERS Sec'y and Gen. Mgr. Business Men's League.

## COMMITTEE ON PUBLICATIONS AND BADGES.

JOHN SCHORER, *Chairman*, Manager of St. Louis Westliche Post.  
 GEO. JOHNS, Editor of St. Louis Post-Dispatch.  
 CAPTAIN HENRY KING, Editor in Chief, St. Louis Globe-Democrat.  
 JOS. A. GRAHAM, Managing Editor, St. Louis Republic.  
 STERLING EDMONDS, Managing Editor, St. Louis Chronicle.  
 NATHAN FRANK, 1027 Century Building.  
 A. S. LANGSDORF, Prof. Electrical Engineering, Washington University.  
 CHAS. E. WITTER, Principal of Humboldt School.  
 JOHN S. COLLINS, Ass't Superintendent of Instruction, Public Schools.  
 F. A. HALL, Professor of Greek, Washington University.

## COMMITTEE ON MEETING PLACES.

HOWARD J. ROGERS, *Chairman*, Chief of the Department of Education and Director of Congresses, Universal Exposition.  
 WM. TAUSSIG, Capitalist.  
 CHRISTOPHER W. JOHNSON, Member of Board of Education and President of St. Louis Basket and Box Co.

## COMMITTEE ON ADVANCE MEMBERSHIP FOR THE CITY

E. D. LUCKET, *Chairman*, Principal, John Marshall School.  
 WM. R. VICKROY, Manual Training School.  
 C. M. GILL, Principal of Ames School.  
 A. R. MORGAN, Principal of Sherman School.  
 JAMES C. STEVENSON, Principal of Penrose School.  
 F. W. SHIPLEY, Professor of Latin, Washington University.  
 W. J. HAWKINS, Principal of Columbia School.  
 BROTHER JUSTIN, President of Christian Brother's College.

## COMMITTEE ON ADVANCE MEMBERSHIP FOR THE STATE

BEN BLEWETT, *Chairman*, Ass't Supt. of Instruction, Public Schools.  
 W. T. CARRINGTON, State Superintendent of Public Instruction.  
 G. V. BUCHANAN, Supt. Dept. of Education, Missouri Commission.  
 W. J. STEVENS, Principal of Field School, St. Louis, Mo.  
 F. D. THARPE, Ass't Supt., Public Schools, Kansas City, Mo.  
 JOHN R. KIRK, President, State Normal School, Kirksville, Mo.  
 W. S. DEARMONT, President, State Normal School, Cape Girardeau, Mo.  
 JUDGE J. H. HAWTHORNE, Com'r Educational Dept., Missouri Com.  
 J. ROSS HILL, Dean Teachers' College, State University.  
 J. M. WHITE, Superintendent of Schools, Carthage, Mo.

## RECEPTION COMMITTEE

C. M. WOODWARD, *Chairman*, President of Board of Education.  
 WM. TRELEASE, *First Vice-Chairman*, Director, Missouri Botanical Gar.  
 W. J. S. BRYAN, *2nd Vice-Chairman*, Principal, Central High School.  
 GILBERT B. MORRISON, *3rd Vice-Chairman*, Prin. McKinley High Sch.  
 C. M. FOSTER, *Secretary*, Ass't Supt. of Instruction, Public Schools.

This committee will be increased to 100 and will be made up largely of principals and assistant principals of Public Schools.

## ACCOMMODATIONS

## GENERAL HEADQUARTERS

The Headquarters of the National Executive Committee, the Board of Trustees, and the Department Officers will be in the Missouri State Building, a section of which has been very generously tendered for that purpose by the Missouri State Commission.

## STATE HEADQUARTERS

The beautiful state buildings located on the Plateau of States will furnish ideal state headquarters. The social evenings at these state buildings promise to be a distinguishing feature throughout the Exposition. The location

of the Inside Inn (hotel headquarters) and of the Missouri State Building (official headquarters), and the near-by grouping of the state buildings, will happily facilitate evening receptions for teachers and others for which several states have already made definite plans. States not having buildings can doubtless arrange to combine with other states that do.

## HOTELS

The following is a list of hotels which are conveniently located with reference to the Exposition grounds and have been selected after careful inspection by the Local Executive Committee as comfortable and reliable.

The special rates announced in connection with each have been obtained in consideration of the large number of N. E. A. members to be entertained, and of the fact that they will remain for a longer time than most transient guests. These rates will be granted to members only who present the N. E. A. membership certificate at the time of settlement of bill. If such membership certificate is not presented the regular rates will be charged.

The Local Committee on Hotels will secure similar concessions from other hotels, a list of which can be obtained of Secretary W. A. Carpenter. Those named include only the number with which contracts had been made at the time of going to press.

## HEADQUARTERS HOTEL—"THE INSIDE INN"

Special attention is called to the Headquarters Hotel, "THE INSIDE INN" the only hotel located on the Exposition grounds.

Thru the aid of the Exposition authorities the Executive Committee has been able to secure a contract with this hotel for the reservation of 1,500 rooms until May 15, at a reduction to N. E. A. members ranging from 50c to \$1.00 per day, on the American plan, for each person for the time during and following the Convention.

Since all convention meetings are to be held on the Exposition grounds, the advantages of a hotel on the grounds, adjacent to the various state buildings, are self evident.

Moreover, the Executive Committee finds from personal inspection that the Inside Inn is beautifully located in a forest on the highest ground of the Exposition inclosure; is well constructed, comfortably furnished, and under competent management which is especially endorsed by the Exposition authorities.

The hotel is now finished and contains nearly 2,500 rooms, which range in size from 10x10 to 15x20 feet. These rooms are all neatly papered and furnished with good beds and other accessories. There are many rooms and suites with bath.

RATES—The regular rates of the Inside Inn for two or more persons in a room (including admission) are as follows:

European Plan	Number of rooms.	American Plan.
\$1.50 per day	500	\$3.00 per day
\$2.00 per day	500	\$3.50 per day
\$2.50 per day	500	\$4.00 per day
\$3.50 to \$5.50 (with bath)	750	\$5.00 to \$7.00 per day

Children, under 10, half rate.

Single meals: Breakfast, 50c; luncheon, 50c; evening dinner, 75c.

A la carte service at moderate prices.

The rate to N. E. A. members, (not including admissions) on the American plan, will be a uniform rate of \$2.50 per day on 1,200 rooms, without bath; and a uniform rate of \$4.00 per day on 300 rooms, with bath, two persons in each room, and three or more in some of the largest rooms.

It may appear that no reduction is granted on the 500 smaller rooms, but as we are assured by the Manager that a large proportion of these cheaper rooms are already engaged for the time of the convention, it is evident that a substantial reduction is offered to members.

It is intended that the best rooms shall be assigned in order of date of application to Active Members and their families, to officers of the Association, and to speakers on the programs. It is also expected that guests who intend to remain ten days or longer will be favored in the assignments.

Altho the reduced rates will be open to members securing rooms after May 15, the management does not agree to hold any of the 1,500 reserved rooms after that date. It is therefore important that early application should be made in order to secure accommodations.

This need not cause loss to the party making reservation even tho it is later found impossible to attend the convention, since the reservation certificates and the credit for the amount deposited are transferable.

Application for rooms should be made to E. M. Statler, Manager of the Inside Inn, Exposition Grounds, St. Louis, Mo., and must be accom-

panied by a deposit of \$5.00 by New York draft, express or postal money order for each room (two persons). The application should state approximately the length of time for which the rooms are desired and, as nearly as possible, the date of intended arrival, which information should be made exact ten days before arrival.

In return for the deposit of \$5.00 a Reservation Certificate will be sent, which will be accepted for \$5.00 in settlement of the hotel bill of the original purchaser or of the person to whom it may be transferred. If on arrival the holder of a reservation certificate does not find the reserved accommodations satisfactory, the \$5.00 deposit will be refunded.

To protect N. E. A. members it is agreed that the official N. E. A. membership certificate must be presented on arrival to the booking clerk before assignment to a room at N. E. A. rates is made. This membership certificate must be again presented at the time of settlement of the bill to secure the reduced rates. To accommodate those not holding advance membership certificates a branch of the N. E. A. Registration Bureau will be located in the lobby of the Hotel.

All N. E. A. guests must hold admission coupon tickets or an additional charge of 50c. per day will be made to the above special rate.

**Christian Endeavor Hotel**—Located on Oakland Ave., on south side of Exposition grounds and within 100 feet of Entrance; capacity, 8,000 guests; smallest rooms 8x11½, many larger; all rooms plastered, papered and comfortably furnished; ventilation excellent thru open courts.

**RATES**—Rooms for 1,000 N. E. A. members will be reserved until May 15; \$1.00 per day for lodging, two in a room; breakfast, 35c; lunch, 25c, with privilege of taking it into the Grounds as a box lunch; evening dinner (6 to 10 P. M.) 40c.

To secure reservation of rooms at this reduced rate, application must be made BEFORE May 15, and must be accompanied by \$1.00 for each person, for which a Charter Certificate will be issued. After May 15 the rates will be advanced but rooms may then be reserved without purchase of a charter certificate. After May 15 N. E. A. members should write for particulars as to advanced rates and discounts. The charter certificate fees not apply on entertainment.

Application with remittance should be made to Christian Endeavor Hotel and Auditorium, 60 Chemical Building, St. Louis, Mo.

**Hotel Epworth**—Permanent brick hotel, 600 rooms; located three blocks north of Administration Entrance; European plan only; rooms light, airy, clean, with modern conveniences; palm roof garden overlooking Exposition grounds; pure filtered water; large dining room; all meals a la carte.

**RATES**—\$1.00 per day for room only to all persons holding certificates for which \$2.00 must be paid when room is reserved. Hotel certificates are transferable but do not apply on entertainment. This rate is based upon assignment of two guests to one room, with separate beds, if desired.

It is expected to advance rates after May 15, for all not hotel certificate holders, but members of the N. E. A., not holding hotel certificates, will receive a discount of NOT LESS THAN 10% from the regular rate prevailing at the time of the convention, on presentation of an N. E. A. membership certificate at time of settlement of bill.

Application with remittance should be made to Epworth Hotel Co., Koken Building, St. Louis, Mo.

**Grand View Fraternal Hotel**—Located on Oakland Ave., south of Exposition grounds, near entrance; location high and airy; rooms 8x10, 10x10, and 10x16 feet in size; new furniture; headquarters of King's Daughters and other women's organizations.

**RATES**—For room only \$1.00 per day per person, two in a room, [with one double or two single beds as preferred. Lodging and two meals \$2.00 per day each; lodging and three meals \$2.50 per day each; special rates on application for rooms and suites with bath. Guests may obtain their noon luncheon at the Temple Inn (Fraternity Cafe), located within the grounds next to the Temple of Fraternity, at the same prices as charged at the hotel, and may enjoy the freedom of the parlors, reading rooms and other conveniences of the Temple of Fraternity.

The management of this hotel has agreed to reserve 300 rooms for N. E. A. members until May 15. Applications for reservations must be accompanied by a deposit of \$1.00 which will be applied on the cost of entertainment. Altho the management declines to make any change in the above schedule rates, a special discount of 10% will be made to N. E. A. members in consideration of the large number to be entertained. This discount will be granted at the time of settlement of the bill to those members only who present an N. E. A. membership certificate.

Application, with deposit of \$1.00, should be made to Geo. D. Benson, Secretary, Grand View Hotel Co., Suite 725, 1. O. O. P. Building, St. Louis, Mo.

**Hamilton Hotel**—Located on corner of Hamilton and Maple avenues ten minutes' walk from Exposition grounds; two street car lines direct to entrance. A permanent building of steel, stone and brick; first-class in every respect; all guests have free use of baths on every floor.

**RATES**—European plan only; regular rates \$2.00 to \$5.00 for each person. Until June 10, will reserve accommodations for 500 N. E. A. members at a flat rate of \$2.00 per day for each guest, the reduction to be made on bill at time of settlement if guest presents N. E. A. membership certificate.

Breakfast, 50c: a la carte restaurant.

Apply to W. F. Williamson, Hamilton Hotel, corner Maple and Hamilton Aves., St. Louis, Mo.

**The Beresford**—Beautifully located in best residence section, 4143-49 Lindell Boulevard; fifteen minutes' walk to entrance, street cars direct; permanent building of steel and brick, absolutely fire proof; 120 rooms; suites with bath. Will reserve rooms for N. E. A. members up to May 15 without deposit; after that date deposit required.

**RATES**—European plan only.

\$1.00 per day for each person, four or five in room, one double bed and three single beds.

\$1.50 per day for each person, three persons in room. Most rooms have private bath.

Meals served a la carte at reasonable prices. Discount to N. E. A. members included in above quotations.

Apply to H. M. Dressell, Beresford Hotel, St. Louis, Mo.

**The Monmouth Inn**—Fifty-five available rooms in five new houses, Nos. 4700 to 4710 McPherson Ave.; nine blocks from main entrance, direct street car line to convention entrance; especially desirable in location and character.

**RATES**—European plan, \$1.50 to \$2.00 per day for each person, two in a room; \$1.00 per day for each person, four in a room.

American plan, \$2.00 to \$3.00 per day for each person, two in a room; \$1.75 to \$2.00 per day for each person, four in a room.

A separate bed will be furnished each guest when two in a room, and in a room occupied by three persons a reduction of 50c will be made to each of the two persons occupying the double bed.

There are a few single rooms available at \$1.00 to \$1.50 per day, European plan, and \$1.50 to \$2.50 per day, American plan.

A discount of 15% from the above rates will be made to each person who presents at time of settlement an N. E. A. membership certificate.

A few rooms containing accommodations for four persons each may be secured at a weekly rate of \$14.00 for the room, if reserved and paid for before May 1st. No reduction will be made from this rate.

Breakfast, 35c to 50c; meals will be served a la carte if desired.

Apply to L. W. Gates, 4708 McPherson Ave., St. Louis, Mo.

**Forest Park University Hotel**—Beautifully located on elevation at southeast corner of Exposition grounds within 500 feet of State Buildings Entrance; consists of permanent fire proof buildings of the University and temporary (well built) additions; accommodations for 1,000; electric lighted; suites with bath; seven acres in lawn.

**RATES**—European plan only.

\$1.00 per day for each person, where a number of cots are used in large rooms—class room dormitories; accommodations for 500 at this rate.

\$1.50 per day each person, not less than four in a room.

\$2.00 per day each person, not less than two in a room.

These rates for N. E. A. enrolled members only are about 25% less than regular rates to be charged guests at date of convention.

Meals in cafes, a la carte, at reasonable prices.

Apply to J. J. Grafton, Forest Park University Hotel, St. Louis, Mo.

**Oliver's Country Inn**—Location, three miles west of Exposition grounds on Manchester Road; 95 feet higher than Art Hill on Exposition grounds; consists of Oliver Home and adjacent residences, including family cottages and lawn dormitories. Street cars between Brentwood station and Agricultural Entrance every five minutes; running time ten minutes. Wagontettes will convey guests without charge from Inn to Station.

**RATES**—Rooms, including breakfast, will range from \$1.25 to \$2.50 per day in residence, and from \$1.25 to \$1.50 in lawn dormitories and family cottages; accommodations for about 500 people. A reduction of 10% from regular rates will be made to all presenting N. E. A. membership certificates at time of settlement of bill.

Applications should be made to Edwin H. Oliver, Webster Groves, P. O., St. Louis Co., Mo., and should be accompanied with a remittance of 10% of the cost of entertainment.

**Saunders Flats**—European plan only. Located in a beautiful residence section, corner Kingshighway Blvd. and Kensington Ave., best residence section of city; fifteen minutes' walk to main entrance; street cars within one block; twenty suites each containing three rooms with private bath and toilet; well suited to parties of congenial companions, desiring quiet and privileges of a private home.

**RATES**—Regular rates for each suite of three rooms with bath are \$5.00 per day for one or two persons; \$5.25 for three persons; \$6.00 for four persons; \$7.50 for six persons. A discount of 10% will be granted to those presenting N. E. A. membership certificates at time of settlement of bill.

Good cafe or board in private families conveniently near. Apply to V. O. Saunders, 1824 Olive St., St. Louis, Mo.

**Monticello Hotel**—Kingshighway and West Pine Blvd., Forest Park. One of the finest resident hotels in St. Louis, modern in every appointment. All rooms large, outside, beautifully furnished, long distance telephone service in every room; bath privileges for all.

**RATES**—European plan only.

\$5.00 to \$7.00 per day for a room for less than three persons.

\$2.00 per day for each person, three in a room.

\$1.50 per day for each person, four in a room.

The above rates are for those only who present an N. E. A. membership certificate at time of settlement of bill, and are about 25% reduced from regular rates to others.

Other hotels conveniently near the grounds will be listed by the Local Executive Committee later; information concerning which may be obtained on application to W. A. CARPENTER, Secretary of the Local Executive Committee, Board of Education Rooms, St. Louis Mo.

## GENERAL INFORMATION

### THE LOCAL RECEPTION COMMITTEE—ASSIGNMENTS TO LODGINGS

The Local Reception Committee, as noted elsewhere, will be made up

largely of the school principals and teachers of St. Louis. From June 25 to June 28, inclusive, they will meet all incoming trains at the Union Station and direct or accompany the N. E. A. visitors to the St. Louis Music Hall (see statement on back of insert map) where they may register as N. E. A. members and be assigned to accommodations.

Those who have secured advance assignment to accommodations, and advance membership certificates and admission coupons, as it is hoped most will do, may be guided direct to their rooms, or to the Exposition Grounds, from the Union Station, without the necessity of going to Music Hall.

The Reception Committee and assisting guides at the Union Depot and elsewhere will wear prominent Reception Committee Badges. It is their wish to extend personally to N. E. A. guests the welcome of the city of St. Louis and all courtesies and assistance that may be desired. To this end N. E. A. guests are especially requested to make themselves known on arrival to those wearing the Reception Committee Badge.

At or near Music Hall, arrangements will be made for the temporary accommodation at night of such guests as may arrive on belated trains, too late to reach their rooms, if in private homes, at a reasonable hour. It is, however, strongly urged that guests will plan to arrive in St. Louis in the morning or as early, in the day as possible.

#### HEADQUARTERS OF LOCAL RECEPTION AND ASSIGNMENT COMMITTEES

There will be two headquarters for assignment of accommodations. For all those who find it most convenient to arrive in St. Louis at the Union Station, Membership Registration and Assignment to Accommodations will be made at the St. Louis Music Hall, corner of Fourteenth and Olive Streets.

For those who can more conveniently reach the Exposition grounds at the Wabash World's Fair Depot or elsewhere, assignment will be made at the main Registration Headquarters in the Town Hall of the Model Street, within the grounds, near the Main (Lindell Ave.) Entrance.

#### ADVANCE ASSIGNMENT TO LODGINGS

Anticipating the difficulty of securing good accommodations for teachers and in holding them if unassigned in competition with the demands of other World's Fair guests, it is urged as of the utmost importance that as many as possible secure assignments in advance by application, before June 1st, earlier if possible, to W. A. CARPENTER, Secretary Local Committee, N. E. A., Board of Education Rooms, 9th and Locust Sts.

Extensive and carefully selected lists of hotels and private homes are now being prepared for this purpose. These lists will be ready for advance assignments after April 25.

With the co-operation of the Exposition authorities and the teachers of St. Louis a special canvass of the most desirable residence sections of the city, which fortunately are also the most accessible to the Exposition, will be made. Already a large list of private homes has been secured which are not open to the public generally and which have been tendered for certain convention bodies like the Federation of Women's Clubs, the National Educational Association, and the like. A special canvass of this list will be made by the lady teachers of St. Louis to determine the exact character and extent of accommodations, desirability, etc.

The most desirable residence districts in which accommodations will be secured are as follows: one, the smaller, southeast of the Exposition grounds, west of Grand Avenue, in the vicinity of the Missouri Botanical Garden, reaching the Exposition grounds by the South Side entrances; the other, the larger, northeast and north of the grounds, extending west of Vandeventer Avenue, reaching the grounds at the North entrances. Some equally desirable places may be located in other sections.

Applicants for rooms are invited to indicate choice of location if they so desire. They should state specifically number and sex of party, grouping of same, character of accommodations desired, and price they are willing to pay. It should not be expected that such rooms in private families as the Local Committee desire to recommend can be secured for less than from \$75 to \$100 (and in some cases possibly more) for each of two persons in a room, with extra charge for meals if desired. It is probable that the most expensive rooms will prove to be the most satisfactory.

The Local Committee will, however, spare no pains to secure the lowest possible rate with such special concessions as may be made to N. E. A. members, and will assign the most desirable rooms to the earliest applicants. It is again urged that entertainment be secured in advance and as early as possible.

#### N. E. A. MEMBERSHIP A CONDITION

While advance assignments will be made without requiring presentation of N. E. A. membership certificate, it is understood that each one who applies for entertainment to this committee will, in such application, agree to become a member of the Association, either active or associate and in all cases will present such membership certificate at the time of settlement of the bill. (See back of insert map for conditions of membership). After arrival in St. Louis no assignments will be made until after membership registration.

#### MAIL AND TELEGRAMS

It is recommended that N. E. A. guests have their mail, which is not addressed to a specific hotel or street number, sent in care of the Exposition Postoffice, which will be located in the Government Building. No mail should be addressed in care of the National Educational Association or any of its officers. They will have no facilities for the care and delivery of mail. Should any be received so addressed it will be turned over to the General Delivery of the Exposition Postoffice.

Guests should advise their friends at home of their St. Louis address as soon as located, that possible telegrams may be delivered without delay. The Association has no facilities for delivering telegrams and cannot receive them.

#### BAGGAGE

The Local Executive Committee are assured that the facilities for the prompt delivery of baggage from the Union Station are excellent and ample; yet it is advised that chief reliance be placed on hand baggage which cannot go astray.

#### STREET CAR SERVICE

The street car service of St. Louis is excellent and provides an extensive system of transfers. All lines center and start from the vicinity of the Union Station and the Music Hall Headquarters.

#### THE SHUTTLE TRAINS

A system of shuttle trains has been organized to run over the Wabash tracks between the Union Station and the World's Fair Railway Terminal near the main entrance. These trains will carry approximately 1,000 passengers each, and will leave Union Station every two or three minutes. Fare 10c.

#### RECEPTION BY THE MISSOURI COMMISSION

The Missouri State Commission will receive the members of the N. E. A. on the evening of June 28, at the Missouri State Building.

#### STATE DIRECTORS AND MANAGERS

In all cases State Directors will act as Managers in organizing for the St. Louis Convention, unless by their request state or district managers are appointed.

#### NORTH ATLANTIC DIVISION

JOHN S. LOCKE, superintendent of schools . . . . . Saco, Maine.  
CHANNING FOLSOM, state supt. of public instr. . . . Dover, N. H.

WALTER E. RANGER, state supt. of public instr. . . . Montpelier, Vt.

LOUIS P. NASH, superintendent of schools . . . . . Holyoke, Mass.

A. E. WINSHIP, (St. Mgr.) ed. Jour. of Ed. . . . Boston, Mass.

WALTER B. JACOBS, prof. of educ. Brown Univ. . . . Providence, R. I.

CHARLES H. KEYES, supt. of schools, So. Dist. . . . Hartford, Conn.

CHARLES S. DOWNING, prin. Tchr. Tr. School . . . New York, N. Y.

JOHN ENRIGHT, superintendent of schools . . . . . Freehold, N. J.

JOHN W. LANSINGER, State Normal School . . . . Millersville, Pa.

#### SOUTH ATLANTIC DIVISION

GEORGE W. TWITMYER, superintendent of schs. . . . . Wilmington, Del.

M. BATES STEPHENS, state supt. of public instr. . . . . Baltimore, Md.

ALEXANDER T. STUART, superintendent of schs. . . . Washington, D. C.

J. L. JARMAN, prin. State Female Nor. School . . . Farmville, Va.

MISS LUCY ROBINSON, super. of music, pub. schs. . . . Wheeling, W. Va.

MISS LYDIA A. YATES, teacher in private school . . . . Wilmington, N. C.

W. K. TATE, prin. Memminger Nor. School . . . . Charleston, S. C.

B. C. GRAHAM, county superintendent of schools . . . . Tampa Fla.

J. W. MC CLUNG, (St. Mgr.) prin. Hillsboro Co. High Sch. . . . Tampa, Fla.

#### SOUTH CENTRAL DIVISION

S. L. FROGGE, superintendent of schools . . . . . Frankfort, Ky.

D. J. JOHNS, Jr., principal of schools . . . . . Nashville, Tenn.

W. M. SLATON, principal Boys' High School . . . . Atlanta, Ga.

JOHN W. ABERCROMBIE, pres. Univ. of Alabama, University P. O., Ala.

E. E. BASS, superintendent of schools . . . . . Greenville, Miss.

WARREN EASTON, superintendent of schools . . . . New Orleans, La.

A. CASWELL ELLIS, prof. of Educ., Univ. of Texas, Austin, Texas.

ANDREW R. HICKAM, prof. of chem. Nor. Sch. . . . Alva, Oklahoma.

J. H. HINEMON, state supt. of public instruction . . . Little Rock, Ark.

JOHN D. BENEDICT, supt. of schools for Ind. Ter. Muskogee, Ind. Ter.

#### NORTH CENTRAL DIVISION

W. H. KIRK, superintendent of schools . . . . . East Cleveland, Ohio

T. A. MOTT, superintendent of schools . . . . . Richmond, Ind.

MISS CATHERINE GOGGIN, Unity Building ..... Chicago, Ill.  
 D. W. SPRINGER, dir. of bus. dept., High School, Ann Arbor, Mich.  
 L. D. HARVEY, superintendent of schools ..... Menomonie, Wis.  
 A. V. STORM, superintendent of schools ..... Cherokee, Iowa.  
 W. F. KUNZE, superintendent of schools ..... Red Wing, Minn.  
 BEN BLEWETT, asst. supt. of schools ..... St. Louis, Mo.  
 W. E. HOOVER, superintendent of schools ..... Park River, N. D.  
 GEO. W. NASH, state supt. of public instruction ..... Pierre, S. D.  
 E. J. BODWELL, county supt. of schools ..... Omaha, Neb.  
 J. W. SPINDLER, superintendent of schools ..... Winfield, Kansas.

## WESTERN DIVISION

OSCAR J. CRAIG, pres. Univ. of Montana ..... Missoula, Mont.  
 MISS ESTELLE REED, (for Wyoming) supt. of Indian sch. Washington, D. C.  
 LEWIS C. GREENLEE, asst. supt. of schools ..... Denver, Colo.  
 A. B. STROUP, supt. of public schools ..... Albuquerque,  
 A. J. MATHEWS, prin. Terr. Normal School ..... Tempe, Arizona.  
 W. J. KERR, president of Agricultural College ..... Logan, Utah.  
 J. E. STUBBS, president of State University ..... Reno, Nev.  
 MISS MAY L. SCOTT, state supt. of public instr. ..... Boise, Idaho.  
 FRANK B. COOPER, superintendent of schools ..... Seattle, Wash.  
 E. D. RESSLER, teacher State Normal School, Monmouth, Ore.  
 LYMAN GREGORY, teacher of physiology, high sch. ..... Los Angeles, Cal.

## SPECIAL CONCESSION ON ADMISSIONS

In order to aid the plans of the Association and to facilitate the studies of the exhibits to follow the convention meetings, the authorities of the Exposition and of the Association have made an arrangement whereby membership in the Association and an admission coupon ticket providing for ten admissions to the Exposition, to be used within fifteen days of the date stamp on same, may be purchased for \$5.00—the regular price of the admissions alone.

Since the main Bureau of Registration will be located within the grounds at the TOWN HALL, in the "Model Street", it is further provided that these special admission coupons may be sold in advance with the N. E. A. membership certificate thru the office of the Secretary of the Association—or such representatives as he may appoint.

It is provided that the first admission coupon (but no others) will be good for admission without signature or date stamp, in order to enable the holder of an advance coupon ticket to use one coupon for the first admission. The ticket should then be presented at the Registration Bureau, with the corresponding membership certificate that it may be signed and dated before the second coupon is used. This is important since the gate keepers will be instructed to take up any ticket presented the second time without date stamp and signature.

These admission coupons may be secured in advance at any time between April 25 and June 20 by remitting to Irwin Shepard, Secretary N. E. A., Winona, Minn., five dollars (\$5.00) by Draft, Express or Postal Money Order, for which an N. E. A. membership certificate for the St. Louis meeting and a ten-admission coupon ticket will be sent in return.

These special N. E. A. ten coupon admission tickets are non-transferable, but if the advance purchaser is unable thru sickness to attend the convention, it may be returned, with a physician's certificate of disability, to Secretary Shepard any time before July 1, and its full value will be refunded. No refund of N. E. A. Membership will be made since its value will be returned in a copy of the annual Volume.

On or after June 25, but not later than June 30, these ten admission coupon tickets may be purchased at the time of membership registration in St. Louis.

Any holder of an N. E. A. membership certificate (St. Louis meeting) either active or associate, on which an N. E. A. admission-coupon ticket has not been issued, may purchase the latter on application and presentation of the membership certificate at the Registration Bureau in St. Louis, either at Music Hall (down town) or at the Town Hall, on the grounds, on the terms mentioned above receiving full credit for the membership certificate—but in no case may two admission coupon tickets be issued on one membership certificate.

Application has been made to the Exposition authorities for the privilege of selling these ten coupon admission tickets and membership certificates outside of three entrances; Lindell Ave., Administration (north side) and State Buildings (southeast corner.) As the question has not yet been decided no authorized announcement can be made at this time.

## PROGRAMS

The following programs are subject to additions and changes as late as June 15, when the final edition will be printed for use at the convention.

The annual meeting of the Board of Directors will occur in Library Hall, Administration Building at 5:30 P. M., Monday, June 27, 1904.

The meetings of active members by states to select nominees to the President for appointment on the General Nominating Committee will be held at their respective State Headquarters at 5:30 P. M., Tuesday June 28. (See By-Law No. 1, p. 4 of Yearbook.)

## GENERAL SESSIONS

All General Sessions in Festival Hall.

TUESDAY, JUNE 28, 9:30 A. M.

Music.

Invocation.

## Addresses of Welcome—

HON. A. M. DOCKERY, Governor of Missouri.

HON. W. T. CARRINGTON, superintendent of public instruction of the State of Missouri.

HON. ROLLA WELLS, mayor of the City of St. Louis.

F. LOUIS SOLDAN, superintendent of instruction, public schools, St. Louis.

HON. DAVID R. FRANCIS, president, Louisiana Purchase Exposition.

HOWARD J. ROGERS, chief of Department of Education and director of Congresses, Louisiana Purchase Exposition.

W. S. CHAPLIN, chancellor of Washington University, St. Louis.

## Responses—

HON. W. T. HARRIS, Commissioner of Education of the United States, Washington, D. C.

CHARLES W. DABNEY, president of the University of Tennessee, Knoxville, Tenn.

Music.

1. President's Address—JOHN W. COOK, president of the Northern Illinois State Normal School, De Kalb, Ill.

2. The Place of the Church in American Education—EDMUND J. JAMES, president of Northwestern University, Evanston, Ill.

## Appointment of Committee on Resolutions.

WEDNESDAY, JUNE 29, 9:15 A. M.

Music.

Prayer.

1. Popular Education in England—(Speaker to be supplied).

2. Educational Possibilities for the Country Child in the United States—O. J. KERN, superintendent of schools of Winnebago county, Rockford, Ill.

Music.

3. The Educational Needs of the South—JOHN HERBERT PHILLIPS, superintendent of schools, Birmingham, Ala.

4. Education in the Philippines—E. B. BRYAN, former superintendent of education, Philippine Islands, Bloomington, Ind.

5. Our Educational Creed—Z. X. SNYDER, president of State Normal School, Greeley, Colo.

WEDNESDAY, JUNE 29, 5:45-6:30 P. M.—Vesper Meeting.

Art Exhibits in the Exposition—HALSEY C. IVES, chief of Department of Art, Louisiana Purchase Exposition.

## Appointment of Committee on Nominations.

THURSDAY, JUNE 30, 9:15 A. M.

Music.

Prayer.

1. The New Departure in Secondary Education—J. J. SHEPPARD, principal of High School of Commerce, New York city.

2. Elementary Education in France—(Speaker to be supplied).

Music.

3. Education in Porto Rico—SAMUEL M. LINDSAY, commissioner of education, San Juan, Porto Rico.

4. Education of the Southern Negro—BOOKER T. WASHINGTON, president of Normal and Industrial Institute, Tuskegee, Ala.

THURSDAY, JUNE 30, 12:00 M.

Annual Meeting of Active Members for Election of Officers and other Business.

THURSDAY, JUNE 30, 5:45-6:30 P. M.—Vesper Meeting

Architecture of the Exposition—E. L. MASQUERAY, chief of Design, Louisiana Purchase Exposition.



FRIDAY, JULY 1, 9:15 A. M.

Music.

Prayer.

1. The Place of the Small College—**GEORGE A. GATES**, president of Pomona College, Claremont, Cal.
2. The Preparation of Teachers in Germany—(Speaker to be supplied). **MUSIC.**
3. Why should the Teachers Organize?—**MISS MARGARET A. HALEY**, president of the National Federation of Teachers, Chicago, Ill.
4. The Limitation of the Superintendent's Authority and of the Teacher's Independence—**AARON GOVE**, superintendent of city schools, Denver, Colo.

FRIDAY, JULY 1, 5:45-6:30 P. M.

Sculpture and Decoration at the Exposition—**KARL T. F. BITTER**, director of Sculpture, Louisiana Purchase Exposition.

Report of the Committee on Resolutions.

Closing Exercises.

## DEPARTMENT PROGRAMS

## THE NATIONAL COUNCIL

Sessions in Chapel, Administration Building.

**FRANK A. FITZPATRICK** .... Boston, Mass. .... President  
**JOSEPH SWAIN** .... Swarthmore, Pa. .... Vice-President  
**JAMES H. VAN SICKLE** .... Baltimore, Md. .... Secretary  
**RICHARD G. BOONE** .... Yonkers, N. Y. .... Executive Committee  
**NICHOLAS MURRAY BUTLER** .... New York city. .... Executive Committee  
**MISS ANNA TOLMAN SMITH** .... Washington, D. C. .... Executive Committee

MONDAY, JUNE 27, 2:30 P. M.

1. The Lesson of the Exposition—**HOWARD J. ROGERS**, chief of the Department of Education and director of the Congresses of the Louisiana Purchase Exposition.
2. The Swedish Educational Exhibit and its Relation to the Schools of Sweden—**N. G. W. LAGERSTEDT**, Swedish Commissioner to the Louisiana Purchase Exposition.
3. The Japanese Exhibit and its Relation to Education in Japan—**S. TEGIMA**, Imperial Japanese Commissioner General to the Louisiana Purchase Exposition.

TUESDAY, JUNE 28, 2:30 P. M.

Meeting of the Committee on Investigations and Appropriations—

## COMMITTEE

<b>JAMES M. GREENWOOD</b> , <i>Chairman</i> .....	Kansas City, Mo.
<b>EDWIN A. ALDERMAN</b> .....	New Orleans, La.
<b>AUGUSTUS S. DOWNING</b> .....	New York, N. Y.
<b>LORENZO D. HARVEY</b> .....	Menomonie, Wis.
<b>NICHOLAS MURRAY BUTLER</b> .....	New York, N. Y.
<b>NEWTON C. DOUGHERTY</b> .....	Peoria, Ill.
<b>WILLIAM R. HARPER</b> .....	Chicago, Ill.
<b>FRANK A. FITZPATRICK</b> .....	Boston, Mass.
<b>ELMER E. BROWN</b> .....	Berkeley, Cal.

WEDNESDAY, JUNE 29, 2:30 P. M.

Educational Progress of the Year—**JOHN H. FINLEY**, president of College of the City of New York.

THURSDAY, JUNE 30, 2:30 P. M.

## Memorial Addresses—

**William Bramwell Powell**—**JOHN W. COOK**, president, Northern Illinois State Normal School, De Kalb, Ill.**Frank A. Hill**—**WILLIAM E. HATCH**, superintendent of schools, New Bedford, Mass.**Reuben S. Bingham**—**FRANK B. COOPER**, superintendent of schools, Seattle, Washington.

FRIDAY, JULY 1, 2:30 P. M.

Reports from Special Committees.

Business Meeting; Election of Officers.

\* By direction of the Council at its meeting July 9, 1903, the following resolutions governing the order of business of this committee are hereby appended.

**RESOLVED**. That all applications for appropriations requiring the attention and consideration of the Committee on Investigations and Appropriations shall be placed in the hands of the President of the Council at least sixty days prior to the regular meeting of the Council, with a full and detailed statement of the reasons for requesting the appropriation, and the president shall forward a copy of such application to the Secretary of the Council, and to each member of the Committee on Investigations and Appropriations; and be it further

**Resolved**. That the names of the Committee on Investigations and Appropriations, and notice of an hour set for the meeting thereof for hearing arguments, be printed as a part of the official program, and that the rule be printed in connection with such notice.



## THE SCHOOL JOURNAL.

## DEPARTMENTS OF KINDERGARTEN AND ELEMENTARY EDUCATION

Sessions in the Hall of Congresses.

TUESDAY, JUNE 28, 2:30 P. M.

## Joint session of Kindergarten and Elementary Departments.

Addresses of Welcome—**MISS MARY C. McCULLOCK**, supervisor of kindergartens, St. Louis, Mo.; **MRS. FANNIE L. LACHMUND**, supervisor of Primary Instruction, St. Louis, Mo.

1. The Relation of the Kindergarten and the Elementary School as shown in their Exhibits.

- a. From the Kindergarten Standpoint—**MISS PATTY S. HILL**, principal of Kindergarten Training School, Louisville, Ky.
- b. From the Standpoint of the School—**CHARLES B. GILBERT** New York city.

Discussion—(Speaker to be announced).

2. The Kindergarten in Japan—**MISS ANNIE L. HOWE**, (Recently of Kobe, Japan.)
3. Elementary Education in France and Germany—**P. E. FARRINGTON**, professor of Pedagogy, University of California.
4. The Kindergarten in the Southern States, in Mexico and in South America—**MISS EVELINE A. WALDO**, principal of St. Mary's Parish Kindergarten Training School, New Orleans, La.
5. Business—Appointment of committees.

## DEPARTMENT OF KINDERGARTEN EDUCATION

**MISS JENNY B. MERRILL** .... New York, N. Y. .... President  
**MRS. MARGARET J. STANNARD** Boston, Mass. .... Vice-President  
**MRS. O. S. CHITTENDEN** .... Omaha, Neb. .... Secretary

FRIDAY, JULY 1, 2:30 P. M.

Greeting from the International Kindergarten Union—**MISS ANNIE LAWS**, president of the International Kindergarten Union, Cincinnati, O.

1. The Physical Care of the Kindergarten Child—**WM. H. BURNHAM**, professor of Pedagogy, Clark University, Worcester, Mass.
2. The Individual Child—**MISS BERTHA PAYNE**, head of the Kindergarten Department, School of Education, Chicago University.
3. What is Kindergarten Discipline?—**MISS MINA B. COLBURN**, principal of Kindergarten Training School, Cincinnati.

Discussion—**MISS MARY JEAN MILLER**, Marshalltown, Iowa.

4. The Value of Pet Animals in the Kindergarten—**MISS ANNA E. HARVEY**, professor of Kindergarten Methods, Adelphi College Brooklyn, N. Y.
5. Household Activities in Their Relation to Child Nurture—**MISS VIRGINIA E. GRABBE**, New York City.

Discussion.

## DEPARTMENT OF ELEMENTARY EDUCATION

**MISS ADA VAN STONE HARRIS** .... Rochester, N. Y. .... President  
**CALVIN N. KENDALL** .... Indianapolis, Ind. .... Vice-President  
**MISS EMMA G. OLMESTEAD** .... Scranton, Pa. .... Secretary

THURSDAY, JUNE 30, 2:30 P. M.

1. The Natural Activities of Children as Determining the Industries in Early Education—**MISS KATHERINE DOPP**, instructor in Extension Division, University of Chicago, Chicago, Ill.

Discussion—**G. STANLEY HALL**, president of Clark University Worcester, Mass.; **L. D. HARVEY**, superintendent, city schools, Menomonie, Wis.

2. Avenues of Language-Expression in the Elementary School—**PERCIVAL CRUZE**, director of English, Ethical Culture School, New York city; **MISS DELLA JUSTINE LONG**, student in Education, University of Chicago, Chicago, Ill.; **F. W. COOLBY**, superintendent of schools, Evansville, Ind.

## DEPARTMENT OF SECONDARY EDUCATION

Sessions in Library of Hall of Congresses.

**REUBEN POST HALLECK** .... Louisville, Ky. .... President  
**WILBUR FISK GORDY** .... Hartford, Conn. .... Vice-President  
**WILLIAM H. SMILEY** .... Denver, Colo. .... Second Vice-President  
**WILLIAM SCHULER** .... St. Louis, Mo. .... Secretary

TUESDAY, JUNE 28, 2:30 P. M.

1. What Secondary Schools May Learn from the St. Louis Exhibit—(20 minutes)—**E. H. MARK**, superintendent of schools, Louisville, Ky.

- a. What May the Secondary Schools of the United States Learn from a Study of French Secondary Education?—(20 minutes)—**E. W. LYTTLE**, state inspector of high schools for New York, Albany, N. Y.

- b. What May the Secondary Schools of the United States Learn from a Study of German Secondary Education?—(20 minutes)—**FREDERICK E. BOLTON**, professor of Science and Art of Education, State University of Iowa.

## CONFERENCE AT CLOSE OF DEPARTMENT MEETING

Places of meetings will be indicated on final edition of Program.

**May** Conference—Chairman, **WILBUR FISK GORDY**, supervising principal of North School District, Hartford, Conn.

**Topic:—Proposed Course of Study in English for Secondary Schools.**

Papers by the Chairman; also by ARTHUR MARVIN, principal of High School, Schenectady, N. Y.; WILLIAM SCHUYLER, William McKinley High School, St. Louis; RICHARD JONES, professor of English, Vanderbilt University; and E. O. HOLLAND, Male High School, Louisville, Ky.

**Mathematics Conference—Chairman, WILLIAM H. SMILY, principal of East Side High School, Denver, Colo.**

Program jointly arranged by the Chairman and Charles H. Smith, University of Chicago, President of the Central Association of Science and Mathematics Teachers.

1. What Study of Mathematics is Needed by the Man of Average Education, for Practical Life, aside from Culture?—JOHN S. FRENCH, professor of Mathematics, Jacob Tome Institute, Port Deposit, Md.
2. What is the Least Amount of Mathematics that Should be in Any Secondary School Course?—S. B. TINSLEY, Male High School, Louisville, Ky.
3. The Unification of Secondary Mathematics—WILLIS E. TOWER, Englewood High School, Chicago, Ill.
4. The Mathematics Teacher's Real Problem—HERBERT E. COBB, Lewis Institute, Chicago, Ill.
5. Aims of the Central Association of Science and Mathematics Teachers.—E. C. WOODRUFF, Lake View High School, Chicago.
6. The Unification of Secondary Mathematics—CLARENCE E. COMSTOCK, Bradley Polytechnic Institute, Peoria, Ill.

**Modern Language Conference—Chairman, GEORGE ARTHUR SMITH, High School, Yonkers, N. Y.**

[Program to be supplied]

THURSDAY, JUNE 30, 2:30 P. M.

1. High School Secret Fraternities—G. B. MORRISON, principal of William McKinley High School, St. Louis, Mo.
2. In what Respects Should the High School be Modified to Meet Twentieth Century Demands?—DAVID STARR JORDAN, president of Leland Stanford University, (20 minutes); J. STANLEY BROWN, principal of High School, Joliet, Ill., (20 minutes); WILLIAM L. BRYAN, president of Indiana University, (20 minutes); B. F. BUCK, principal of Lake View High School, Chicago, (20 minutes).

**DEPARTMENT OF HIGHER EDUCATION****Sessions in Library of Hall of Congresses.**

BENJAMIN IDE WHEELER.....Berkeley, Cal.....President  
GEORGE HARRIS.....Amherst, Mass.....Vice President  
JOHN H. MACCRACKEN.....New York, N. Y.....Secretary

WEDNESDAY, JUNE 29, 2:30 P. M.

**Topic: Co-education in Relation to the other Types of College Education for Women.**

- (a) The Separate College.
- (b) The Annex.
- (c) Co-education.
- (d) The Modification known as Segregation.

Speakers—President JAMES B. ANGELL, University of Michigan; President CHARLES F. THWING, Western Reserve University; President R. H. JESSE, University of Missouri; President CHARLES W. DABNEY, University of Tennessee.

FRIDAY, JULY 1, 2:30 P. M.

**Topic: Present Tendencies of College Athletics.**

- (a) Why are so Few Students Reached by the Great Sports?
- (b) Gate-Money and Its Effects.
- (c) Bleacher Athletics and the Yell Leading.
- (d) Summer Nines and Professionalism.
- (e) Effects of Athletics on the Morale of the College.

Speakers—Chancellor E. BENJAMIN ANDREWS, University of Nebraska; President WILLIAM H. P. FAUNCE, Brown University; Chancellor FRANK STRONG, University of Kansas; Professor A. ALONZO STAGG, University of Chicago.

**DEPARTMENT OF NORMAL SCHOOLS****Sessions in Busch Hall, First Floor, Administration Building.**

L. H. JONES .....Ypsilanti, Mich.....President  
GRANT KARR .....Oswego, N. Y.....Vice-President  
MRS. GRACE H. SPOULL .....Greeley, Col.....Secretary

THURSDAY, JUNE 30, 2:30 P. M.

**Topic—Psychology as Related to the Training of Teachers.**

- (a) In how far may Child Psychology Take the Place of Adult Psychology or Rational Psychology in the Training of Teachers? G. STANLEY HALL, president of Clark University, Worcester, Mass.

Discussion—E. H. RUSSELL, principal of State Normal School Worcester, Mass.; G. W. A. LUCKEY, professor of Pedagogy University of Nebraska, Lincoln, Neb.

General Discussion.

- (b) What is the Net Gain to Education of the Recent Investiga-

tions into Physiological Psychology?—C. C. VAN LIZW, president of State Normal School, Chico, Calif.

**General Discussion.**

FRIDAY, JULY 1, 2:30 P. M.

**Topic—The Teaching of Geography.**

- (a) How can Teachers Make Better Use of "Out-of-Doors" in Teaching Geography?

**Contention:**

1. The child's exploration of woods and fields may be made to yield materials which the teacher may map and accumulate for use indoors.
2. This material stands related to the child's enlarging world much as the world discoveries did to the world's great explorers.

- (b) What Does the St. Louis Exposition Offer as Illustrations of the local reactions of Man upon His Environment in every part of the world?

Paper by MARK S. W. JEFFERSON, professor of Geography, Michigan State Normal School College, Ypsilanti, Mich.

Discussion—R. S. HOLWAY, professor of Pedagogy, University of California, Berkeley, Calif.; H. J. GERLING, principal of Hodgen School, St. Louis, Mo.; D. C. RIDGELEY, professor of Geography Normal University, Normal, Ill.; Miss MONTANA HASTINGS, head of Training Department, State Normal School, Kirksville Mo.

**DEPARTMENT OF MANUAL TRAINING****Sessions in Agricultural Hall.**

ARTHUR H. CHAMBERLAIN ....Pasadena, Cal.....President  
CHARLES L. KIRSCHNER ....New Haven, Conn.....Vice-President  
FRANK M. LEAVITT .....Boston, Mass.....Secretary

WEDNESDAY, JUNE 29, 2:30 P. M.

Joint Session with Department of Indian Education.

**General Topic—Elementary Manual Training**

1. The Constructive Idea in the Elementary School—W. S. JACKMAN, dean of School of Education, University of Chicago.
2. The Place of the Arts in Training for Teaching—(Speaker to be supplied.)
3. Manual Training in Germany as Shown by Exhibits—DR. ALWIN PABST, director of Manual Training College, Leipzig, Germany.
4. Reports on work as Shown by Exhibits—
  - (a) From the Teachers College, New York city—MISS MARY B. HYDE.
  - (b) Indianapolis, Ind., LOUIS A. BACON—supervisor of manual training, Indianapolis, Ind.
  - (c) New York city schools. (To be supplied)
  - (d) Pacific coast—MISS ELLA V. DOBBS, supervisor of manual training, Helena, Mont.
  - (e) Bradley Polytechnic Institute, Peoria, Ill.—CHARLES A. BENNETT, head of Department of Manual Arts, Bradley Polytechnic Institute, Peoria, Ill.

FRIDAY, JULY 1, 2:30 P. M.

1. The Manual Training High School versus Optional Work in the Regular School—CHARLES B. GILBERT, New York city.  
Discussion led by C. M. WOODWARD, director of Manual Training School Washington University, St. Louis, Mo.
2. What May be Done in the Country Schools—ALFRED BAYLISS, state superintendent of public instruction, Springfield, Ill.
3. Progress in the South as Shown by Exhibits—(Speaker to be supplied).

**DEPARTMENT OF ART EDUCATION****Sessions in Agricultural Hall.**

JAMES FREDERICK HOPKINS ....Boston, Mass.....President  
CHARLES M. CARTER .....Denver, Colo.....Vice-President  
MISS LILLIAN S. CUSHMAN ....Chicago, Ill.....Secretary

TUESDAY, JUNE 28, 2:30 P. M.

**President's Address.****General Topic: Art Education for the People in (a) Public Schools; (b) Museums and Libraries; (c) Public Outdoor Art.**

1. In America—FRANK FORREST FREDERICK, professor of Art and Design, University of Illinois, Urbana, Ill.
2. In Germany—By a member of the German Commission appointed by Commissioner General Sewald.
3. In France—By a member of the French Commission appointed by Commissioner General Lagrave.
4. In England—By a member of the British Commission appointed by Commissioner General Watson.

8. In the Exhibits of the Louisiana Purchase Exposition—**MRS. MATILDA E. RILEY**, director of Art Education, St. Louis Public Schools.

THURSDAY, JUNE 30, 2:30 P. M.

**General Topic:** Art Education for the Student in (a) Normal Art Courses; (b) Courses in Fine Arts; (c) Training in Art Craftsmanship.

1. In America—**JAMES WILLIAM PATTISON**, art lecturer, Art Institute, Chicago, Ill.
2. In England—By a member of the English Commission appointed by Commissioner General Watson.
3. In France—By a member of the French Commission appointed by Commissioner General Lagrave.
4. In Germany—By a member of the German Commission appointed by Commissioner General Sewald.
5. In the exhibits of the Louisiana Purchase Exposition—**MISS ANNA VANDALAIN HENKEL**, first assistant supervisor of Drawing, public schools, St. Louis, Mo.

#### DEPARTMENT OF MUSIC EDUCATION

Sessions in Recital Hall.

\***STERRIE A. WEAVER**.....Westfield, Mass. .... President  
**WM. A. WETZELL**.....Salt Lake City, Utah. .... Vice-President  
**PHILIP C. HAYDEN**.....Keokuk, Ia. .... Secretary

WEDNESDAY, JUNE 29, 1:30 P. M.

**Music:** Selections by a grand chorus of 500 children. (Selected voices). Led by C. H. CONGDON, New York city.

1. President's Address—**STERRIE A. WEAVER**, supervisor of music, Westfield, Mass. and Torrington, Conn.
2. Primary Music methods—**MRS. MARIE BURT PARK**, supervisor of music in Primary grades, Cleveland, Ohio.
3. Rote Singing and its Proper Place in Public Schools—Practice versus Theory—**W. A. HONONON**, supervisor of music in St. Louis, Mo. (Appointed to his position in St. Louis in 1884).
4. Music in Public Schools a Means of Culture in the Community—**MISS LUCY ROBINSON**, supervisor of music, Wheeling, W. Va.
5. Music in the Primary Grades of our Public Schools—**WM. A. WETZELL**, Salt Lake City, Utah.

FRIDAY JULY 1, 1:30 P. M.

**Music:** Selections by the Children's Chorus. Led by C. H. CONGDON.

1. Methods versus Results—**W. H. POMMERS**, supervisor of music, St. Louis, Mo.

Program incomplete

\*Died April 20, 1904.

#### DEPARTMENT OF BUSINESS EDUCATION

Sessions in Busch Hall, Second Floor, Administration Building.

**CHEESEMAN A. HERRICK**.....Philadelphia, Pa. .... President  
**H. B. BROWN**.....Valparaiso, Ind. .... Vice-President  
**THOS. H. H. KNIGHT**.....Boston, Mass. .... Secretary

TUESDAY, JUNE 28, 2:30 P. M.

1. President's Address—Old Wine in New Bottles—**CHEESEMAN A. HERRICK**, professor of history, Central High School, Philadelphia Pa.
2. The Work of the Private Commercial Schools as Illustrated in the Exhibits at the St. Louis Exposition.
3. The Work of Secondary and Higher Commercial Schools as Illustrated at the St. Louis Exposition.
4. The St. Louis Exposition as an Illustration to Teachers of Commercial Geography.
5. The Influence of Fairs and Expositions on Industry and Commerce. [Speakers to be supplied]

WEDNESDAY, JUNE 29, 2:30 P. M.

**Topic:** The Report of the Committee of Nine:

1. From the Standpoint of the Independent School of Commerce—**JAMES J. SHEPPARD**, principal of New York High School of Commerce, New York city.
2. From the Standpoint of the General High School—**BERTRAND DER. PARKER**, principal of High School, Rockford, Ill.

General Discussion, led by **J. REMSEN BISHOP**, principal of Walnut Hills High School, Cincinnati, Ohio.

#### DEPARTMENT OF CHILD STUDY

Sessions in Convention Hall.

**E. A. KIRKPATRICK**.....Pittsburg, Mass. .... President  
**MISS JENNY B. MERRILL**.....New York, N. Y. .... Vice-President  
**A. H. YODER**.....Seattle, Wash. .... Secretary

THURSDAY, JUNE 30, 2:30 P. M.

A paper by **WILL S. MONROE**, State Normal School, Westfield Mass. will be distributed, describing the various types of child study and indicating where exhibits of the same may be found

**General Topic:** Methods in Scientific Child Study.

1. Questionnaire Methods of Child Study—**WILL GRANT CHAMBERS**, State Normal School, Moorhead, Minn. Discussion.
2. Laboratory Tests as a Means of Child Study—**MISS MABEL CLARE WILLIAMS**, Department of Philosophy, Iowa State University. Discussion.
3. Contributions of Zoological Psychology to Child Study—**LINUS W. KLINE**, State Normal School, Duluth, Minn. Discussion.
4. Unsolved Problems of Child Study and Modes of Attack—**G. STANLEY HALL**, president of Clark University, Worcester, Mass. Discussion.
5. Methods of Teaching Child Study—(Speaker to be supplied). Discussion.

FRIDAY, JULY 1, 2:30 P. M.

1. Diagnosis of Capacities of Children—**DANIEL P. McMILLAN**, Child Study Department of Chicago Public Schools.
2. Some Laboratory Investigations of Sub-Normal Children—**MISS MARY R. CAMPBELL**, dean of the Chicago Hospital School for Nervous and Delicate Children.
3. To What Extent May Atypical Children be Successfully Educated in Our Public Schools—**MAXIMILLIAN P. E. GROSZMANN**, director of the Groszmann School for Atypical and Nervous Children New York city.

At 3:30 the Child Study Department will divide into two sections for round table discussions.

Round Table on Child Study in the Kindergarten and Primary Grades—Chairman, **MISS MYRA M. WINCHESTER**, Fort Worth Kindergarten College, Fort Worth, Texas.

Round Table on Child Study in Grammar and High Schools—Chairman, **ELLSWORTH GAGE LANCASTER**, Colorado College, Colorado Springs, Colorado.

#### DEPARTMENT OF PHYSICAL EDUCATION

Sessions in Physical Culture Hall.

**E. HERMANN ARNOLD**.....New Haven, Conn. .... President  
**MISS REBECCA STONEROAD**.....Washington, D. C. .... Vice-President  
**BARONESS ROSE POSSE**.....Boston, Mass. .... Secretary

TUESDAY, JUNE 28, 2:30 P. M.

1. Topic: The Objects and Methods of Physical Training in Primary and Grammar Schools.
  - From the standpoint of the General teacher—**W. W. GHALMERS**, superintendent of Public Schools, Toledo, Ohio.
  - From the standpoint of the physical training teacher—**CARL ZIEGLER**, superintendent of physical training, Public Schools, Cincinnati, O. Discussion.
3. Topic: The Objects and Methods of Physical Training in High Schools.
  - From the standpoint of the general teacher—(Speaker to be supplied).
  - From the standpoint of the specialist—**MRS. MARY H. LUDLUM**, instructor of physical culture, Central High School, St. Louis. Discussion.
8. Physical Training Exhibits in the Education Building of the Exposition—**MISS ELSA POHL**, physical director, Girls' Gymnasium McKinley High School, St. Louis, Mo.

THURSDAY, JUNE 30, 2:30 P. M.

1. Topic: Objects and Methods of Physical Training in Normal Schools.
  - From the standpoint of the general teacher—(Speaker to be supplied).
  - From the standpoint of the special teacher—(Speaker to be supplied). Discussion.
2. Topic: Objects and Methods of Physical Training in Colleges and Universities.
  - From the standpoint of the general teacher—**R. H. JESSE**, president, University of Missouri.
  - From the standpoint of the special teacher—(Speaker to be supplied). Discussion.
8. Physical Training Exhibits in the Physical Training Department of the Exposition—**MISS MARY IDA MANN**, director of Women's Gymnasium, University of Missouri, Columbia, Mo.

## DEPARTMENT OF SCIENCE INSTRUCTION

## Sessions in Busch Hall, First Floor, Administration Building.

WILBUR A. FISKE ..... Richmond, Ind. .... President  
 FRANK M. GILLEY ..... Chelsea, Mass. .... Vice-President  
 A. S. PEARCE ..... Omaha, Neb. .... Secretary

TUESDAY, JUNE 28, 2:30 P. M.

Topic: Discussion of Louisiana Purchase Exhibits.

- (a) A Comparative Study of the Methods of Science Instruction of the Various Countries as Shown by their Exhibits—WM. J. S. BRYAN, principal of Central High School, St. Louis, Mo.
- (b) The Nature and Educational Value of the Scientific Exhibits of High Schools and Colleges of the United States—GEORGE PLATT KNOX, principal of Garfield School, St. Louis, Mo.
- (c) Applied Geography, illustrated from the Louisiana Purchase—ARTHUR G. CLEMENT, University of the State of New York.

Discussion led by CHESTER B. CURTIS, St. Louis, Mo.

WEDNESDAY, JUNE 29, 2:30 P. M.

1. Topic: Biological Science.

- (a) Botany as a Factor in Education—JOHN M. COULTER, professor of botany, University of Chicago, Chicago, Ill.
- (b) The Microscope in the Biological Laboratory of the High School, JOHN F. THOMPSON, instructor in botany, Richmond High School, Richmond, Ind.

Discussion led by W. C. STEVENS, professor of botany, State University, Lawrence, Kansas; S. M. COULTER, professor of botany, Washington University, St. Louis, Mo.

2. Topic: Physical Science.

- (a) The Subject Matter of High School Physics—ARTHUR L. FOLEY, professor of physics, State University, Bloomington, Ind.
- (b) The Value of Chemistry in Secondary Education—W. M. BLANCHARD, professor of chemistry, De Pauw University, Greencastle, Ind.

Discussion led by AUGUST F. FORREST, instructor in physics, Steele High School, Dayton, Ohio; H. A. SENTER, instructor in chemistry, Omaha High School, Omaha, Neb.

3. Topic: General.

- (a) The Teaching of the Scientific Method—S. A. FORBES, dean of University of Illinois, Urbana, Ill.
- (b) Nature Study as an Aid to Advanced Work in Science—E. R. WHITNEY, instructor in science, High School, Binghamton, New York.

Discussion led by OTIS W. CALDWELL, professor of biology, State Normal School, Charleston, Ill.

## DEPARTMENT OF SCHOOL ADMINISTRATION

## Sessions in Hall of Congresses.

B. F. HUNSICKER ..... Reading, Pa. .... President  
 GRAFTON D. CUSHING ..... Boston, Mass. .... Vice-President  
 HARLAN P. FRENCH ..... Albany, N. Y. .... Chmn. Executive Com.  
 WILLIAM GEORGE BRUCE ..... Milwaukee, Wis. .... Secretary

WEDNESDAY, JUNE 29, 2:30 P. M.

- 1. Retrospective and Prospective School Administration—B. F. HUNSICKER, president of the Department, Reading, Pa.
- 2. Modern School Architecture—WM. B. ITTNER, architect and superintendent of school buildings, St. Louis, Mo.
- 3. Lessons on School Administration as Taught by the World's Fair—CALVIN M. WOODWARD, president of Board of Education, St. Louis Mo.; JOS. L. NORMAN, president of Board of Education, Kansas City, Mo.

Only one session of this Department will be held.

## LIBRARY DEPARTMENT

## Sessions in (Hall to be assigned)

NATHAN C. SCHAFER ..... Harrisburg, Pa. .... President  
 REUBEN POST HALLECK ..... Louisville, Ky. .... Vice-President  
 MISS MARY EILEEN AHERN ..... Chicago, Ill. .... Secretary

TUESDAY, JUNE 28, 2:30 P. M.

- 1. Library Work in Normal Schools—THEODORE B. NOSS, president of State Normal School, California, Pa.  
 Discussion led by MISS GRACE SALISBURY, librarian of State Normal School, Whitewater, Wis.
- 2. The Duty of the Normal School in Relation to District School Libraries—JASPER N. WILKINSON, president of State Normal School Emporia, Kans.  
 Discussion led by MISS MABEL REYNOLDS, librarian of State Normal School, Cheney, Wash.

THURSDAY, JUNE 30, 2:30 P. M.

- 1. The Place of the Library in Class Instruction—CLARENCE E. MCKEEY, associate superintendent of City Schools, New York City.

Discussion led by F. LOUIS SOLDAN, superintendent of instruction, public schools, St. Louis, Mo.

2. The Real Value of the Library and Education—MELVILLE DEWEY, state librarian, Albany, N. Y.

## DEPARTMENT OF SPECIAL EDUCATION

## Sessions in Convention Hall.

J. W. JONES ..... Columbus, O. .... President  
 F. W. BOOTH ..... Philadelphia, Pa. .... Vice-President  
 MISS ELIZABETH VAN ADESTEIN ..... Detroit, Mich. .... Secretary

WEDNESDAY, JUNE 29.

- 1. President's Address. J. W. JONES, superintendent of the Ohio Institution for the Deaf, Columbus, O.
- 2. What Teachers May Learn from the Model Schools of the Deaf and Blind and Their Exhibits—S. M. GREEN, superintendent of the Missouri School for the Blind, St. Louis.
- 3. Sight and Hearing in Relation to Education—OSCAR CHRISTMAN, professor of Pädology, Ohio University, Athens, Ohio.

FRIDAY, JULY 1

- 1. Report of Commission on Statistics Relative to Children in the Public Schools of the United States Who Need Special Methods of Instruction—PERCIVAL HALL, professor of Applied Mathematics and Pedagogy, Gallaudet College, Washington, D. C., and secretary of Commission on Statistics.
- 2. The Chicago Hospital School for Nervous and Delicate Children; Its Educational and Scientific Methods—MISS MARY R. CAMPBELL, secretary of Board of Trustees, Chicago, Ill.
- 3. The Teacher and the Defective Child—DR. M. A. GOLDSTEIN, editor of "The Laryngoscope," St. Louis, Mo.

## DEPARTMENT OF INDIAN EDUCATION

R. A. COCHRAN ..... Talklai, Ariz. .... President  
 H. B. PEAKS ..... Lawrence, Kan. .... Vice-President  
 MISS ESTELLE REEL ..... Washington, D. C. .... Secretary

SATURDAY, JUNE 25, 9:00 A. M.

(Hall of Congresses.)

Invocation.

Song—"This is the Indian's Home"—Words by A. O. Wright, supervisor of Indian Schools.

Greetings—

MOST REV. J. J. GLENNON, D. D., archbishop of St. Louis, Mo.

HON. D. R. FRANCIS, president of Louisiana Purchase Exposition.

HON. F. J. V. SKIFF, director of exhibits, Louisiana Purchase Exposition.  
 HOWARD J. ROGERS, chief of Department of Education, Louisiana Purchase Exposition.

W. J. McGEE, chief of Department of Anthropology, Louisiana Purchase Exposition.

CALVIN M. WOODWARD, dean of School of Engineering, Washington University, St. Louis, Mo.

F. LOUIS SOLDAN, superintendent of instruction, Public Schools, St. Louis, Mo.

MISS AMELIA G. FRUCHTE, Normal and High School, St. Louis, Mo.

Music.

Responses—

HON. W. A. JONES, commissioner of Indian Affairs, Washington, D. C.

S. M. McCOWAN, superintendent, Chilocco Agricultural School, Chilocco, Okla.

R. A. COCHRAN, Rice Station Indian School, Talklai, Ariz.

MISS ESTELLE REEL, superintendent of Indian Schools, Washington, D. C.

MONDAY, JUNE 27, 8:00 P. M.

(Hall of Congresses.)

Reception for Indian workers. (Admission by badge.)

TUESDAY, JUNE 28, 2:00 P. M.

(Indian Building)

Round Table Conference of Indian Workers.

Discussion of the educational points acquired from the study of the various exhibits and model schools.

TUESDAY, JUNE 28, 7:30 P. M.

(Indian Building.)

Entertainment given by the Indian students, under the direction of S. M. McCOWAN, superintendent, Chilocco Agricultural School, Chilocco, Okla.

WEDNESDAY, JUNE 29, 2:00 P. M.

Joint Session with Manual Training Department.

(Program announced under Manual Training Department).

THURSDAY, JUNE 30, 2:00 P. M.

Session with Elementary Department.

(Program announced under Elementary Department.)

FRIDAY, JULY 1, 2.00 P. M.

(Indian Building).

Round Table Conference of Indian Workers.

Review of educational points acquired from the study of the various exhibits and from the joint sessions with the Manual Training and Elementary Departments of the National Educational Association, and a general discussion of the best methods to adopt in applying the knowledge to Indian school work.

## REVIEW.

The Executive Committee presents the foregoing programs and arrangements for the **FOURTY-THIRD ANNUAL CONVENTION** in confidence that they will be approved and supported by the teachers of the entire country.

An earnest appeal is made to all Active Members of the Association to aid the General and Department Officers in carrying to successful issue the plans for the Convention meetings and for the subsequent studies of the exhibits.

The cause of Education has been especially recognized and honored by the officers of the Louisiana Purchase Exposition.

The great Educational Exhibit at St. Louis, installed in the first separate building ever set apart for Education at any Exposition, will furnish rare opportunities, not soon to be repeated, for the professional study of the educational processes and results of every country.

The Chief of the Department of Education, HOWARD J. ROGERS, has spared no efforts to make this the best educational exhibit ever organized. Largely thru his influence there have been secured generous concessions to N. E. A. members and the most abundant special facilities for the intelligent study of the exhibits during and following the convention. In this he has been cordially supported and aided by all the Exposition authorities. As Director of

the Congresses of the Exposition, he has greatly aided the various officers in formulating their programs and in securing the assistance of eminent speakers from foreign countries; and has placed at the disposal of the Association the various halls and meeting places of the Exposition Administration Buildings.

The LOCAL EXECUTIVE COMMITTEE of St. Louis is composed of many of its most prominent and public spirited citizens who will spare no pains to provide generously for the welcome and entertainment of the teachers of the country and for the successful conduct of the sessions of the various departments of the Association.

The Executive Committee has practically completed the work of preparation for the Convention; success must now largely depend upon the support and co-operation of the active members in every state and section.

It is especially urged that they use their influence to induce all teachers who intend to visit St. Louis during the summer:

To make that visit during the sessions of the Convention.

To remain at least ten days (exclusive of Sundays) at the Exposition and to share in the plans for a thorough study of the educational exhibits.

To purchase in advance the N. E. A. membership certificate and the ten-coupon book of admissions.

To secure assignment to entertainment in advance (and as early as possible) either at hotels listed in the Bulletin or thru the Local Assignment Committee, whose Secretary, W. A. CARPENTER, may be addressed at the Board of Education Rooms, cor. of 9th and Locust Sts., St. Louis, Mo.

Respectfully submitted,

JOHN W. COOK,  
President N. E. A.

De Kalb, Ill.

Winona, Minn.

## University Convocation Program.

The convocation of the University of Cracken, LL.D., of New York university of the State of New York will be held Monday and Tuesday, June 27 and 28, at Albany. There will be four sessions, viz., Monday evening, Tuesday morning, afternoon, and evening. The regents and all officers of any university department, the trustees and instructors and other officers of institutions in the university, including the department of education, of normal schools, of the state associations of teachers, superintendents, school commissioners and school boards, and others elected by the regents or by convocation council, are members.

The program of the coming convocation has a new feature in that the Tuesday morning session will be general and given to the discussion of topics of interest to all members of convocation, but the session of Tuesday afternoon will be divided into three departments—elementary, secondary, and higher and will be held in different rooms of the Capitol.

The following is the program:

MONDAY AFTERNOON, JUNE 27.

Informal gathering at headquarters. Executive session of convocation council.

MONDAY EVENING.

Chancellor's address, Regent White-law Reid, LL.D.

Address, "University Problem in the Metropolis," Chancellor Henry M. Mc-

## SECONDARY EDUCATION.

## Discussions:

"The Future Development of Examinations," Dean James E. Russell, Teachers College, Columbia university.

"Underlying Principles of Syllabus Revision for 1905-10," Supt. Frank D. Boynton, Ithaca, N. Y.

"Fundamental or Culture Subjects Essential to all Secondary Courses," Prin. A. W. Abrams, Ilion high school.

"Secondary Subjects Essential to Professional Students," Dean William M. Polk, Cornell University Medical college, Dean F. D. Weisse, New York College of Dentistry.

## ELEMENTARY EDUCATION.

## Discussions:

"The Function of the Teachers Training Class or School," Supt. S. R. Shear, Kingston."

"The Lack of Connection Between the Work of the Grammar and the High School," Prin. C. H. Woolsey, Poughkeepsie.

"The Revision of the Curriculum from the Standpoint of the Elementary Schools," Prin. Preston K. Pattison, Westfield, N. Y.

## TUESDAY EVENING.

"Qualifications for Teaching not Determined by Examination," Pres. William J. Milne, New York State Normal college.

Address, "The True Expansion of the Empire State," Regent Charles A. Gardiner.

TUESDAY AFTERNOON. HIGHER EDUCATION.

## Discussions:

"Should the Regents Register College Courses as the Equivalent for the First Year in a Medical School?" Regent Albert VanderVeer, M. D.

"What Minimum Requirements should be Prescribed by the Regents for such Admission to Advanced Standing?" Dean Charles H. Frazier, M. D., University of Pennsylvania.

"Should the Regents Register Combined Baccalaureate and Medical Courses of other States?" Dean William H. Nathan, Kentucky School of Medicine, Louisville, Ky.

"What the Independent Colleges Think," President Rush Rhees, LL.D. University of Rochester.

## Notes of New Books.

The first thing one notices about the *Gateway Series of English Texts* is how beautiful, substantial, and well printed they are. The cover is cloth with a neat design and the type is so large and clear that it is a pleasure to read. The latter is a prime requisite for a school book. Dr. Henry Van Dyke is the general editor. The *Merchant of Venice*, in the series, was edited by Prof. Felix E. Schelling, of the University of Pennsylvania. He has followed in the text the road laid out by his predecessors and has sought to avoid the obstacles with which some former travelers have unwisely encumbered the road. The editor seems to have wisely refrained from making the notes too numerous. (American Book Company, New York.)

*The Man Who Pleases and the Woman Who Charms*, by John A. Cone. — This is not a book made up of sentimentality, but one that gives good sensible advice to those who wish to cultivate pleasing ways and thus increase their chances of attaining that success for which all long. The ability to please goes farther in this world than almost any other quality. This volume tells how men can please women and how women can please men, also gives many suggestions as to conversation, language, good manners, dress, etc. (Hinds & Noble, New York. Price, \$0.75.)

Students of the Isaac Pitman system of shorthand are enabled to increase their speed and their ability to read their notes readily by the perusal of the large number of books printed in the characters of that system. One of these is *Selections from American Authors*, in the easy reporting style. These selections are all in prose and are from Irving, Mark Twain, Bret Harte, Holmes, Franklin, Poe, Channing, and Hawthorne. The matter is duplicated in print on the same page with the shorthand text. (Isaac Pitman & Sons, New York.)

*Easy Lessons, or the Stepping Stones to Architecture*, by Thomas Mitchell. — This consists of a series of questions and answers explaining in simple language the principles and progress of architecture. The catechism relates to the different styles, their peculiar features, their origin, and the principles that underlie their construction. It is intended to create a taste for the arts in the young. The illustrations are very numerous, consisting of diagrams and views of historic buildings or parts of buildings. (The Industrial Publication Company, New York. Price, \$0.50.)

*The Book of Psalms* in the corresponding style of Pitman's shorthand is a book that needs no introduction. By reading it one will become acquainted with the best specimens of sacred poetry and at the same time advance in a knowledge of a most useful art. (Isaac Pitman & Sons, New York. Price, \$0.40.)

*How We are Fed* is a geographical reader by James Franklin Chamberlain, of the state normal school at Los Angeles, Cal. One great object of the schools is to acquaint children with their relations to the great industrial and social organizations of which they are members. There is a chain that binds together the whole human family. The links of this chain are made up of the articles which constitute our daily food, our clothing, homes, fuel, light, our means of communication and transportation, and only by continuous co-operation are they kept together. As presented in this book, the study begins with the commodities in constant use and finally encompasses the whole world, but always with the home as the base of operations. No attempt is made to treat every article of food. Those in most general use, as well as those which will best serve to develop a knowledge of geographical conditions and of man's relation to man, have been chosen. The illustrations used were carefully chosen for their teaching value. (The Macmillan Company, New York.)

*The Universal High School Report Book*, by Louis K. Webb, A. M., is the result of many years' experience with different systems of reports. It contains in the list about all the subjects that are likely to be taught in secondary schools, full explanations, and conditions for admitting the pupil to the "Legion of Honor." By using this book a full monthly report can be made to parents and their signature obtained. Besides, there are monthly record sheets punched for binding in a separate-leaf note-book, on which the month's work of each pupil in the school is recorded. (The Whitaker & Ray Company, San Francisco. Report Book, \$5.00 a hundred: sheet, \$2.00 a hundred.)

No. 2 of the series of Practical Aids to Literature, is *Evangeline*, by Henry W. Longfellow, arranged with notes and suggestions for use as a basis in elementary English work, by Arthur L. Hamilton. In this book a very thorough study of the meaning of words is provided for; there are also suggestions for special work and many explanatory notes. This material is scattered thru the book near the parts of the poem to which it refers. (The Whitaker & Ray Company, San Francisco. Price, \$0.25.)

*Classic Fables*, selected and edited for primary grades by Edna Henry Lee Turpin. — This book fulfills two essentials for a primary reading book — it gives much reading matter with a small vocabulary, and that reading matter is classic literature. Most of the fables are those usually attributed to *Aesop*; others are of much later date — one or two of the best belonging to the seventeenth century French of *La Fontaine*. The vocabulary required is printed at the end of the book for drill and reference. (Maynard, Merrill & Co., New York. Mailing price, \$0.30.)

*The Complete Pocket Guide to Europe*, by Edmund Clarence Stedman and Thomas Stedman, appears in a new edition for 1904. "Infinite riches in little room" is the motto quoted on the outside cover, and this expresses just what this delightful book contains. It is a vest pocket edition of what there is in Europe. A brief summary of the table of contents tells how necessary this pocket guide is to the person who plans a trip abroad this summer: arrangements for the journey, the ocean journey, railway travel, hotel expenses; Ireland; North Wales; England; Scotland; Northern France; Belgium; Holland; Germany and Austria; South-eastern Europe; Switzerland; Italy; A Round Trip in Spain; Portugal; A Town in the North; Norway and Sweden; Russia; Table of Health Resorts; Diplomatic and Consular Agents of the United States; Travel Phrases in Four Languages; Telegraphic Code; Table of Money. Does it not sound tempting? Even if you cannot get the book is delightful reading. If you do go, do not fail to take it along. (William R. Jenkins, New York.)

*How to Get the Best Out of Books* is a question that is agitating many minds, and, therefore, Richard Le Gallienne's discussion of it in a lately published volume will meet with a wide welcome. So much has been written about books that our appetite is somewhat cloyed, but it is sharpened once more by a taste of this author's feast. The different aspects of the subject are presented in a fresh and pleasing way. What books would you choose for a library? What should an unread man read? How shall I form a library? What's the use of poetry? are some of the queries that are answered by the author, drawing from an intimate knowledge of books. His conclusion is that our reading should be primarily from what gives us the greatest pleasure, tho, of course, the taste should be trained so that this pleasure will come from the highest things. (The Baker & Taylor Company, New York. Price, \$1.25.)

*The Wisdom of the Foolish and the Folly of the Wise*, by Minna Thomas Antrim, is a collection of sayings about men and women. All may not assent to some of these, yet they are witty and hit at the foibles of humanity in a pleasant way. (Henry Altemus Company, Philadelphia.)

*Three Hundred Things a Bright Girl Can Do*, by Lilla Elizabeth Kelley. — In this book will be found a complete treasury of suggestions on games, indoor and outdoor sports, handiwork, embroidery, sloyd, pyrography, sewing, and cooking, scientific experiments, puzzles, candy making, home decoration, physical culture, methods of entertaining friends and evening companies, ways of making money and of helping others. This is the most exhaustive popular treatise of the kind ever published. It is unequalled for variety, amusement, bright and original style, happy atmosphere, and practical usefulness. The book can hardly fail to prove an invaluable addition to a girl's library. (Dana Estes & Company. Price, \$1.20, net.)

### What the King Eats.

#### What's Fit for Him.

A Massachusetts lady who has been through the mill with the trials of the usual housekeeper and mother relates an interesting incident that occurred not long ago. She says:

"I can with all truthfulness say that Grape-Nuts is the most beneficial of all cereal foods in my family, young as well as old. It is food and medicine both to us. A few mornings ago at breakfast my little boy said:

"'Mama, does the King eat Grape-Nuts every morning?'

"I smiled and told him I did not know, but that I thought Grape-Nuts certainly made a delicious dish, fit for a King." (It's a fact that the King of England and the German Emperor both eat Grape-Nuts.)

"I find that by the constant use of Grape-Nuts not only as a morning cereal, but also in puddings, salads, etc., made after the delicious recipes found in the little book in each package it is proving to be a great nerve food for me, besides having completely cured a long standing case of indigestion." Name given by Postum Co., Battle Creek, Mich.

There is no doubt Grape-Nuts is the most scientific food in the world.

Ten days trial of this proper food in place of improper food will show in steady, stronger nerves, sharper brain, and the power to "go" longer and further and accomplish more. There's a reason.

Look in each package for the famous little book, "The Road to Wellville."

## The Educational Outlook.

The Sherman school of Chicago was recently the scene of an unique celebration in honor of Miss Margaret Byrne, who was a teacher in the school until last January. Principal Regan, in a brief speech, cited Miss Byrne as an example of faithfulness and in conclusion presented her with a framed picture, "Lost," by Schenck, the gift of the teachers in the school. Miss Byrne began teaching in Cook county, Illinois, in 1861. In 1871 she entered the Chicago system, where she served in the Graham, Oak Ridge, and Sherman schools. She resigned from the Sherman school last January, after teaching there for fifteen years.

### Better Pay at Batavia.

The board of education at Batavia, N. Y., has adopted a new schedule of salaries for teachers. When grade teachers are appointed they are to receive a salary of \$350 a year, with an addition of \$50 for regular teachers and \$25 for the individual instruction teachers the second year. Every two years thereafter there is to be a further increase of \$25 for regular individual instruction teachers. The maximum figure is \$500 for regular teachers and \$475 for individual instruction teachers. The principal of four-room buildings will receive \$50 a year additional, but they are limited to \$550 per year. The board of education is given the power to increase the salaries of eight-grade teachers to \$575, but if subsequently transferred to a lower grade their salary will be proportionately decreased. All other matters of experience and leaves of absence will be reserved to the decision of the board.

### The Question of Child Labor.

At the recent convention of the General Federation of Women's Clubs at St. Louis one session was devoted to "Child Labor in America." The federation adopted resolutions protesting against allowing children less than sixteen years of age to work at night, and advocating the adoption of the "Standard Child Labor Law" in all states. The principal address at the session was delivered by Homer Folks, former commissioner of charities in New York city. He said:

"In endeavoring to formulate a national program we should not seek for an ideal system, which we know to be at present impracticable, but rather for the minimum of regulation that is consistent with protecting children against exploitation in their early years, and guaranteeing to them immunity from such labor as would interfere with their proper physical, mental, and moral growth. I heartily indorse the report of your committee in favor of a general effort for the following minimum requirements.

"First—That no children under sixteen years of age shall be permitted to work at night; that is between the hours of 7 P. M. and 7 A. M.

"Second—That no children under sixteen years of age shall be permitted to be regularly employed who cannot read and write simple sentences:

"Third—That in states in which these two provisions are already enforced we should secure the enactment of the standard child labor law, as outlined by the National Consumers' League.

"But our task is only half begun when we have secured legislation. Enforcement is possible only when adequate machinery is provided. Voluntary compliance on the part of the industries affected is an idle dream. Enforcement by the assistance of voluntary and casual inspection is a snare and a delusion.

"Only those who have been close ob-

servers of public affairs understand to how large an extent, in the absence of constant effort on the part of right-minded citizens to the contrary, those public officials who are appointed to oversee, supervise, and regulate private interests for the public good become the very bulwark behind which such interests are enabled the more effectively to push their exploitation."

### Michigan Superintendents.

The thirty-first annual meeting of the Michigan Superintendents' Association was one of the most successful in its history. At the opening session Supt. C. N. Kendall, of Indianapolis, Ind., delivered an informal and practical address. He emphasized the duty of the superintendent as a leader in forming public sentiment and declared that the school should be for the child rather than for the teacher. He stated that in his opinion half of the time in school should be given to manual training, domestic science, and art work. The education of the future would not lose the humanities, but would deal more with the utilities.

The "School Savings System" was advocated by Supt. W. J. McKone, of Albion, Superintendent Cummings, of Grand Haven, Prin. L. H. Jones, of the Michigan Normal college, and Superintendent Simmons, of Owosso. The compulsory school law was discussed by Supt. W. L. Lewis, of Port Huron.

The association adopted a resolution favoring the following changes: (1) Clothing should be furnished indigent children at public expense; (2) private and parochial schools should be made to comply with the compulsory school law as strictly as are public schools; (3) vaccination should be made compulsory; (4) the age limit should be sixteen years.

Other important subjects considered were: "How Can a School-Man's Influence be Used to Control the Dissipations of Pupils, Both Inside and Outside of the School," by Superintendent Parmlee, of Charlotte; "Status of Manual Training," Superintendent Harris, of Pontiac, and Superintendent Slauson, of Ann Arbor, and "The Batavia System," by Supt. E. D. Palmer, of West Bay City.

The following officers were elected for the ensuing year: Pres., I. B. Gilbert, Traverse City; Vice-Pres., E. M. M. McElroy, Three Rivers; Sec'y and Treas., E. N. Pitkin, Belding.

### New York State Institutes.

The New York State Department of Education will hold three summer institutes, at Chautauqua, Thousand Island Park, and Cliff Haven on Lake Champlain, during the coming season. The institutes at Thousand Island Park and Cliff Haven will open July 6 and close August 3. The one at Chautauqua will open July 11 and close August 5.

Provision has been made for meeting the needs of teachers in all grades of school work. In the department of drill and review instruction will be given in arithmetic, algebra, geometry, physics, chemistry, botany, geology, astronomy, physiology, geography, grammar, English composition, rhetoric, literature, American history, general history, drawing, civics, school law, bookkeeping, Latin, Greek, French, and German; in the department of pedagogy, in psychology, child study, kindergarten methods and practice, primary methods, grammar school methods, history of education, music, school management, physical culture and nature study.

A more complete announcement can be obtained by applying to the department of education, Albany, N. Y.

### Good Wishes for Mr. Parsons.

The regents adopted the following resolutions in accepting the resignation of James Russell Parsons, Jr., as director of the New York college and high school departments:

*Resolved*, That it is with great regret that we accept his resignation and contemplate his departure from our fields of educational work, in which during the past fourteen years he has rendered services of the highest value.

That while we may not much particularize here, we should justly note the fact that during the period of his industrious and devoted co-operation in the work of the University, as inspector, director and secretary, there has been greater progress than ever before in the development, extension, and improvement of the system of secondary education in this state, and for which he should have very large personal credit.

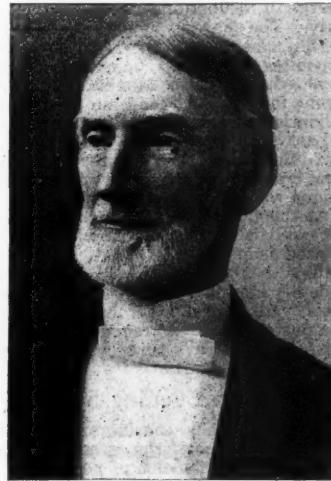
That equally for his character as a man and for his scholarly attainments and professional ability as an educator, we have the highest regard and admiration.

### McGill Summer School.

French holiday courses will be given at McGill university, Montreal, for three weeks during July. These courses are intended primarily for teachers of French, but are open to all persons desiring a knowledge of the language. The courses will be divided into elementary and advanced. In the elementary section the subjects of instruction will be pronunciation, elocution, reading, and explanation of a French text, the most important parts of grammar treated in connection with composition, and conversation. The teaching will be as much as possible in French, and students are recommended to attend some of the advanced lecture courses, such as those on French literature and on French political, social, and educational institutions.

In the advanced section the subjects will be: French language and French literature, and lectures on French political, social, and educational institutions. Detailed circulars may be obtained from Prof. H. Walter, McGill university, Montreal.

Abney B. Holley, principal of public school No. 46, Manhattan, died on May 16. His death was caused by exposure



at the Arbor day exercises of his school. Mr. Holley was one of the best known principals in New York. He had been connected with the public schools for a long term of years. He had served as president of the Schoolmasters' club.

## The Greater New York.

Dr. Thomas M. Balliet, superintendent of the schools of Springfield, Mass., has been elected dean of the New York University School of Pedagogy.

Dr. John Dewey, head of the department of philosophy in Chicago university, has been elected professor of philosophy in Columbia university.

Mr. Frank Rollins has been nominated by the board of superintendents as principal of the Manhattan Manual Training High school. Mr. Rollins is well known as principal of the New York Evening High school. After his graduation from Wesleyan university in 1889, he took a post-graduate course at Columbia, where he won his Ph.D. When the high schools were first opened in Manhattan he was appointed first assistant in the De Witt Clinton High; later he was transferred to the Morris. Mr. Rollins is forty-three years old.

The new manual training school will be opened in September as the Twenty-third street annex of the De Witt Clinton High school. Plans for the building are now being drawn.

The Educational Alliance has taken notable steps for the musical education of the young people on the East Side. The alliance has engaged Sam Francko to form an orchestra class among the pupils to be found in the neighborhood of the alliance's activity. Under the guidance of Mr. Francko it is hoped that this will result in training competent players. Examinations for the class will begin on Oct. 1.

The following principals will be retired, at their own request, on September 1: Wallace F. Lyons, P. S. No. 28, Bronx; William B. Silber, P. S. No. 3, Bronx; and Jonathan D. Hyatt, P. S. No. 9, Bronx.

The late Solomon Loeb made the following bequests to New York educational institutions: Educational Alliance, \$10,000; Hebrew Technical institute, \$10,000, and New York university, as a fund for the support of the chemical laboratory, \$10,000.

## Dr. Requa's Case.

It is reported that Dr. M. Augusta Requa will be dismissed from her position as assistant director of physical training in the Manhattan public schools, as the result of her recent trial on the charge of insubordination and neglect of duty. The charge was preferred by Superintendent Maxwell. Dr. Requa was appointed one of two supervisors of physical education for Manhattan and the Bronx in 1896. At the time of the consolidation she was made director.

Last year Dr. Luther H. Gulick entered upon his duties as director of physical training for the entire city and Dr. Requa was made his assistant.

At the first hearing in the case Dr. Maxwell was the chief witness. He offered as evidence letters to Dr. Requa telling her to go to Dr. Gulick for orders. He said that they had been disobeyed. After a second hearing the committee decided to recommend her dismissal. It is said that Dr. Requa will appeal to the courts.

## Plans for Evening Schools.

Plans are under consideration for the transfer of some of the evening schools and the establishment of new ones. It is proposed to open a school for both

sexes at the Long Island City high school. The establishment of this school will be a return to the old Brooklyn plan of having both sexes taught in the same school.

It has been suggested that the evening high school for girls, which has been conducted in public school 15, Brooklyn, be transferred to the girls' high school building. Other changes suggested are evening school 78, Brooklyn, to 15; evening school 33, Brooklyn, to 43; evening school 83 to 106, and the opening of a school for women and girls at public 142 on Rappelyea and Henry streets.

Appointments for the evening schools for next year have not been made as yet. Under the by-laws of the board they will be made at the meeting of the executive committee on June 15. Notices have been sent to teachers who taught in the schools during the past winter notifying them that they have been relicensed for the ensuing year. This notice, however, does not mean a reappointment.

## City Teachers' Association.

At the May meeting of the New York City Teachers' Association all the officers of last year were re-elected. Professor Bristol, of Cornell, urged the teachers to attend the annual convention of the New York State Teachers' Association. He pointed out that the interests of all the teachers of the state were linked together. He urged the New York city teachers to use their influence to extend the privileges they enjoyed to their co-workers in education in the rest of the state.

Prof. James Kiernan, reported for the committee which has been conducting a questionnaire on methods of discipline. From returns to date 1,200 teachers had responded, of whom 800 were in favor of corporal punishment, while 400 favored it under restrictions. Among the restrictions were slapping on the hand, no unusual or cruel punishment, and punishment, solely by the principal.

Professor Kiernan states that where principals did their full duty in disciplining children there were few responses in favor of corporal punishment. Where principals threw the burden off upon the teacher, however, there was a decided sentiment in favor of the re-introduction of the rod. He appealed to the teachers not to urge a re-introduction of the rod. The parents and teachers had been working in harmony for years now, but the parents would oppose the return to the rod. The boys for whom corporal punishment was needed, it was argued, were those who were whipped at home, but if the whipping at home did no good, surely that in school would be less successful.

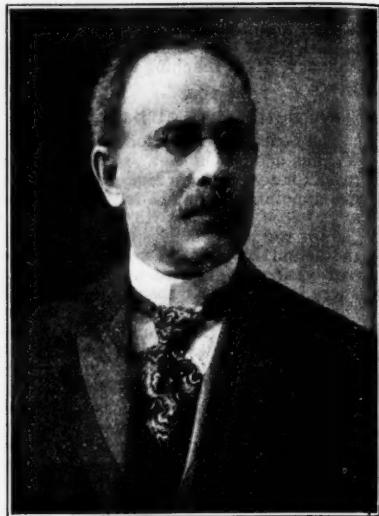
## The President of the H. S. T. A.

Dr. Charles H. J. Douglas, who has just been elected president of the High School Teachers' Association of New York city, is a native of Rhode Island and a graduate of Brown university. He has been teaching or supervising ever since his junior year in college, much of the time pursuing advanced work in literature, political science, and pedagogy. The doctorate was conferred upon him by Columbia in 1892.

While Mr. Douglas was at the head of the department of English in the Boys' High school, of Brooklyn, the graduates of that institution became conspicuous in the colleges to which they resorted for the superiority of their preparation in English. When the first high schools in New York were established seven years ago, he stood at the head of the list of successful candidates for license as first assistant. He was the first high school teacher appointed under the new order of things, being assigned to the

De Witt Clinton High school, in Manhattan. Upon the opening of the 46th street annex of that school the next year, he was placed in charge of it, and two years ago he was transferred to the annex in 23rd street, the largest of the five Clinton buildings.

At the fifth annual luncheon of the association, at the Hotel Savoy last Saturday, Mr. Douglas outlined the policy of the new administration. No effort



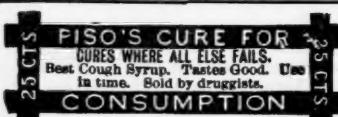
will be spared by the incoming officers to extend the membership of the association among the different high schools of the city; to safeguard the interests of the high school teachers as such; to work in harmony with other associations of teachers in the city; to co-operate with the superintendents and board of education whenever the services of the association are desired; and in general to advance the cause of public education in the city of New York.

## Home and School.

A large parents' meeting was held recently in the second district under the direction of District Supt. Julia Richman. Miss Richman explained the purposes of the school, and the need of a closer co-operation between home and schools. She made a clear exposition of the compulsory education law, and appealed for a careful supervision of the children's occupations and company during such times as they are not in school. She deprecated the habit parents have of believing children's exaggerated tales and rushing excitedly to the school to demand satisfaction. She urged that they come to the principals in a spirit of respectful inquiry.

Dr. Blaustein, of the Educational Alliance, repeated Miss Richman's address in Yiddish, as most of the parents did not understand English. In addition he compared the conditions in Russia and Roumania and the conditions in America, making the contrast between their sufferings abroad and their freedom here the basis of an appeal for better citizenship both on their part and on the part of their children.

We have given antikamnia tablets a fair trial and can certify to their wonderful power in the relief of pain. An agreeable remedy that acts without disturbing the stomach or heart, and on account of the accuracy of dosage, best given in five-grain tablets. Two are the ordinary adult dose. Druggists generally dispense them. — Massachusetts Medical Journal.



## Literary Items.

The American Book Company has issued the following books: *Midsummer Night's Dream*, *The Tempest*, *Othello*, *Hamlet*, and *Twelfth Night*, all edited by William J. Rolfe; *Johnson's Poetry*, *Carlyle's Burns*, *Silas Marner*, and *Burke's Conciliation*, in the *Gateway Series*; *Fisher's Outlines of Universal History*; *Martin's El Si de las Niñas*; *Smiles's Self Help*; *Marden's Stories from Life*; *Johnson's Forms of English Poetry*; *Tanner's Elementary Algebra*; *Kupfer's Lives and Stories Worth Remembering*; *Dickens' Christmas Stories*; *Wagner's Die Meistersinger von Nürnberg*, and *Hull's Element's of Algebra for Beginners*.

Teachers say that it is next to impossible to find suitable supplementary reading for the first and second grades. Miss Estelle M. Hart, supervisor in the training school, South Manchester, Conn., has collected some of the best of the *cumulative* stories, such as "The House that Jack Built," "Chicken Little," "The Three Bears," "The Queen Bee," "Little Red Hen," "The Wolf and the Seven Goslings," and "The Gingerbread Boy," which Messrs. Atkinson, Mentzer & Grover are about to publish under the title of "Ten Folk Tales." The frequent repetition of the words and phrases in these stories, their dramatic incidents and the moral which they point make them just the thing for first and second grade work. "Ten Folk Tales" is illustrated throughout in colors by Percy J. Billinghurst, the famous English illustrator of children's books.

Ginn & Company have recently issued two new arithmetics for primary and grammar schools, by Dr. David Eugene Smith, professor of mathematics in Teachers college, Columbia university.

Charles Scribner's Sons wish to announce that they have concluded the purchase of King's Geographies from the Lothrop Publishing Company, of Boston. The "Elementary Geography" in this series was published recently and has met with an unusual amount of favorable criticism. It was recently adopted by the state board of education in Virginia, as one of the text-books to be used in that state, and a number of the coun-

ties will use it exclusively for introductory work in geography. The "Advanced Geography" will be published early in 1905 by the Scribners, and will embody Mr. King's ideas of geography teaching in the upper grades of the grammar schools, with an accompaniment of the finest art and map productions which have ever been used in any geography.

Ginn & Co. have issued school editions of "The Louisiana Purchase" by Ripley Hitchcock and "The Ship of State by Those at the Helm." Among the writers represented in the latter book are President Roosevelt, Henry Cabot Lodge, and John D. Long.

A new edition of the Lewis and Clarke Journals, with an account of the Louisiana Purchase, by Prof. John Bach McMaster, and an identification of the route, has just been issued by A. S. Barnes & Co. This issue presents the famous Biddle edition of 1814 in a more convenient form than it has been offered before.

The Macmillan Company has issued a book which will appeal to students of the history of education. It is called "Desiderius Erasmus Concerning the Aim and Method of Education," and is by William Harrison Woodward, professor of education in the University of Liverpool.

The Baker & Taylor Company's current "Monthly Bulletin" is given up to announcements of the latest books. It forms a valuable bibliography of the year's publications.

Judging by its numerous editions, DeQuincey's "Confessions of an English Opium Eater" is one of the most widely read of English classics not fiction. Prof. David Masson has prepared a new edition of this famous book, which The Macmillan Company have published in a pocket volume. The reprint is from the enlarged edition of 1856.

Under the title, "Our Common Schools: their Administration and Supervision," Mr. William E. Chancellor discusses: typical American school systems, duties of the board of education, duties of the superintendent and principal, the new education, the training of teachers, and the relation of the school to the community. D. C. Heath & Company are the publishers, and the book will be ready in the early summer.

Ginn & Company have issued a new edition of Blaistell's "Our Bodies and How We Live." Among the important features of the new edition are: Full accounts of the recent discoveries of medical science; accurate illustrations, and a thoroly revised text.

The new volume in the Temple Classics series, published by the Macmillan Company, contains Mr. Trotter's translation of "The Thoughts of Blaise Pascal," together with some brief notes.

D. C. Heath & Company announce a "Plane and Solid Analytic Geometry," by Prof. Albert L. Candy, of the University of Nebraska. This book recognizes the close inter-relation between algebra, analytic geometry, and calculus.

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With the May number *The Four-Track News* reaches an important stage in its career. It puts out a beautifully illustrated, instructive, and entertaining magazine of 156 pages, with an issue of 100,000 copies. This represents an increase within the past year of practically 100 per cent. in both size and circulation, a condition that is the legitimate result of a growing demand for the magazine, a determination on the part of the publisher to make each issue an improvement upon its predecessor.

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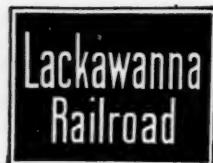
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exercises was an historical address by Prof. Frederick J. Turner, director of the school of history, at the University of Wisconsin.

The John Carter Brown library, given to the university under the will of the late John Nicholas Brown, is a collection of 15,000 volumes relating to the history of North and South America during the colonial period. The larger part of the books were printed before the year 1800, and contain the earliest published accounts of events connected with the history of the discovery, exploration, and colonization of the western hemisphere. By the provisions of the will \$150,000 has been expended on the building, and \$500,000 is kept as a permanent endowment fund.

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One could not imagine a more attractive magazine at this season of the year than Doubleday, Page & Company's finely illustrated *Country Life in America*. The May issue is filled with articles that will make the sportsman long to get away from business and tramp woods and fields. Here are some of them: "My First Salmon," by A. Radcliffe Dugmore; "Ten Days in Camp," by B. E. Wood; "A Camera's Hunter's Vacation," by Herbert K. Job; "The Delightful Art of Canoeing," by A. Radcliffe Dugmore. There are others of the same high quality.

Students of architecture, and kindred arts, and all home-makers, will find in *House and Garden*, issued by Henry T. Coates & Company, much reading that will suit their taste. The leading article is a splendidly illustrated one on "The Sculpture of the Louisiana Purchase Exposition," by L. R. E. Paulin. Among the other articles are "The Revival of the Sun Dial," by Alice Morse Earle; "Old Gloucester Houses," by Edmund Q. Sylvester; "Community Life at Rochelle Park," by Samuel Swift, etc.

The May number of *Birds and Nature* contains an excellent selection of poetry suitable for the season of the year. The chief charm of the magazine consists of the wonderfully natural pictures in colors of birds in their wild haunts and other objects. In the May number are plates showing the summer yellow bird, the American ring plover, the great horned owl, the canvasback duck, Gambel's partridge, apple blossoms, and the gray rabbit.

The young people will find the May issue of *Youth*, published by the Penn Publishing Company, an unusually good one. "The Troublesome Trio," is a school story by Maud Fuller Hopkins. The patriotic story, "A Daughter of the Union," is continued. Dr. Edward Brooks continues "The Story of Siegfried." There is a puzzle department besides other attractive features.

*Short Stories* is one of the most entertaining magazines of the day. It consists of stories of our own and foreign lands by the best writers. The June number has twelve such tales, some of them illustrated.

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Among the articles in the *Architectural Record* for May are "The Work of Frank Miles Day & Brother," "The Boston Public Library," and "A Modern Classic," describing and illustrating the building of the Knickerbocker Trust Company, New York.

Architecture and the Decorative Arts at the St. Louis Exposition" is an elaborately illustrated article in the May issue of the *Architects' and Builders' Magazine*. "A Masterpiece of the American Craftsman" shows the residence of Philip S. Henry, New York. Another finely illustrated article, that will be of great interest to architectural students, is "Foreign Lessons in Municipal Improvements."

*The Craftsman* for May contains illustrated articles on "Modern Jewelry," by Dr. H. Tudor; "The Art of Japanese Gardening," by T. Karasawa; "William Dannat," by Armand Dayot, and "Clay in the Potter's Hand," by Charles F. Binns.

It is, in most cases, a grave mistake to reason with a worry, says Miss Call in *Leslie's Magazine* for June. We must first drop the worry and then do our reasoning, or, at least, separate ourselves from the worry enough to prevent it from interfering with our reasoning.

*The Arena* for May contains several articles by able writers on prominent social questions. Prof. Frank Parsons describes "The Political Revolution in New Zealand." His article will be welcome on account of the great interest in the political experiment in that far-off land. Other articles of current interest are "The Supreme Court and the Northern Securities Case," "The Future of Santo Domingo," "The Education of the Future," and "Has the Fifteenth Amendment been Justified?"

*The Memoirs of a Baby*.—The funniest of biographies, by Josephine Daskam, the author of "The Madness of Philip." Never before has the title of "memoirs" dignified or graced so funny a book as this latest tale of Josephine Daskam's. She is a writer well known for her clever studies of children. The story is the home-life of a typical American couple and is irresistibly amusing. The baby refuses to develop psychologically or scientifically according to the theories set down in the book of the old maid aunt. The baby is a contradiction from first to last—but he grows to robust boyhood after a fashion all his own. All the various incidents of a lively youngster's boyhood are here laughably portrayed. Cary, whose pictures of baby life are seldom equaled for cleverness and humor, has illustrated the book nicely with pen-and-ink drawings. The pictures are every bit as funny as the story, and the book will provoke the laughter of any one who turns the pages. It is a nice book for reading aloud. 8vo., ornamental cloth. Price, \$1.50. Harper & Bros., New York.

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Mr. E. E. GAYLORD, Beverly, Massachusetts. St. Louis, March 25, 1904.  
My Dear Sir: I acknowledge receipt of yours of March 23d, with its enclosures regarding the gentlemen you recommend. The information you present in regard to them is of very great interest, and it seems probable that we may select our teacher from the number, provided he will accept a reasonable salary.  
Very respectfully, BEN BLIZZETT, Ass't Superintendent.Mr. E. E. GAYLORD, Beverly, Massachusetts. St. Louis, May 11, 1904.  
My Dear Sir: As a member of the Board of Education held last evening, Mr. R. A. Grant, of Rockford, Illinois, was elected first assistant in the Vernon High School. I believe that Mr. Grant will prove that you have done us a service in nominating him. Very respectfully, BEN BLIZZETT, Ass't Superintendent.

This is but one—though the most notable, of many recently. School officials welcome our plan of submitting data without notifying candidates until requested to do so. We shall be glad to serve you, if you are needing a good teacher or a good position.

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